☑ ◄ Show All Possible Responses ►

✸ **Response is required**

---

1. PROGRAM OVERVIEW

✸ **Program Title & Code**

Program Title

Disability Programs & Services
(Max chars: 100)

Program Code

1901A
(Max chars: 100)

✸ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☑ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✸ **1b. Describe how your program aligns with the Chaffey's Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

Disability Programs & Services (DPS) is a program designed to support students with disabilities by providing academic adjustments, auxiallary aids an services. Making sure students with disabilities have equal access to Chaffey's programs and services through the accommodation process. Our mission is directly related to Chaffey's goal to be an equity-driven institution. Fostering success for all students is inclusive of fostering success for students with disabilities. Students with disabilities often cannot be successful in reaching their goals without basic accessability and reasonable accommodations. There are many examples of how DPS provides services designed to ensure equity and level the playing field for students with disabilities so they can have equal access to be successful in their academic and vocational goals.

-Many students enrolled in DPS receive testing accommodations when they have a disability which impacts their ability to take tests in traditional classroom settings. DPS often approves students for additional testing time, distraction reduced testing environments, access to alternative media when their disability necessitates those services so the student can display their knowledge of course material in the least restrictive environment possible and allows them to showcase their knowledge and abilities.

-Many students with physical impairments that affect their mobility receive accommodations such as Tram services (Rancho campus only) due to the uneven terrain and distance from parking areas and the bus drop off location. This allows students to receive transportation from their car or the bus to their classroom without causing additional pain or discomfort.

-Many students who are blind or low vision receive access to text to speech software (JAWS screen reader) or other screen reader software if they are dyslexic or have a learning disability in the area of reading. DPS also approves reader softwares to students with other disabilities which can affect reading such as ADHD and certain mental health disabilities.

-Students who are classified as DHH (Deaf or Hard of hearing) can receive live captioning or interpreter services https://www.chaffey.edu/studentsupport/dps/interpreter-cc.php once approved by a DPS Counselor.

-Students with disabilities also receive amazing disability Counseling from our highly trained DPS Counselors. https://www.chaffey.edu/studentsupport/dps/meetcounselors.php

Overall, DPS is a program designed to foster access and success for one of the most vulnerable student populations by ensuring equal access under the law. Equity is at the heart of our misson as the laws that govern our practice stem from the hard work and political activism of people during the civil rights movement all the way up to present times.

Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

Students with disabilities can often take longer to reach their goals and are less likely to take full time units. DPS Counselors have reported this to Chaffey's administration for over 30 years. This is typically due to what are considered "educational Limitations" (Title 5 language) the student is facing due to their disability. As services and course accessibility increase, students, even when faced with challenges related to their disability take more units and complete their goals in a more timely manner.

DPS has noted that students who actively use their accommodations and services through DPS tend to attempt more units and complete their educational goals in a more timely manner.

Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

The Chaffey DPS office just launched on August 1st 2021 a new information management system called **Symplicity Accommodate**. This tool allows student easier access to apply to the DPS program and request services. It also allows the DPS office to track students documents and generate reports regarding students disabilities, enrollment status and accommodation use. https://youtu.be/VZwUvZzucrI

Chaffey Colleges DPS office is always striving to ensure we are utilizing cutting edge technology to streamline disability services and maximize access to new learning tools that can benefit students in achieving their goals.

For example DPS often approves students to utilize items (if they qualify) such as:

Echo 2 Smart pen-   Records everything students hear, say, and write, while linking their audio recordings to their notes. Students can quickly replay audio from their special smart pen paper or a computer with a simple tap on their handwritten notes. Many students who utilize the smart pen say It has never been easier for them to take notes and stay organized.

Dragon Naturally Speaking-A Speech to text software that allows people with disabilities that detrimentally affect their writing to write long papers by speaking into a microphone.

Read and Write (Text to Speech software for more visual learners) This tool helps students to study, revise, proofread and increase their understanding. Read & Write also has other built in tools such as highlighters, voice notes, vocab tools, audio maker and more help students with disabilities to study smarter, more independently and to a higher standard.

Audio Recorders-Basic digital recorders that help students with disability playback lecture material and revisit concepts they may have missed due to a disability .

Adaptive keyboards-This semester we had a student with physical impairments that were so severe she only had use of her left arm which made typing very difficult. She also had a condition that affected her speech which made it impossible for her to use a speech to text software. We were able to provide the student a one handed (left handed) keyboard. These keyboard are only made in the UK (United Kingdom) and took a special order to procure. The student is now successfully taking online classes at Chaffey.

NuEyes-Chaffey DPS purchased multiple pairs of specialized "Smart glasses" which are designed to help students with to assist those with eye conditions such as macular degeneration, glaucoma, and retinitis pigmentosa. Allowing them more equal access to course material. https://www.nueyes.com/

DPS also uses technology such as adaptive microscopes for biology labs (for students who are low vision), Desktop and personal magnifyers, and much much more. Overall, the Chaffey DPS office understands that technology can make a difference for a student with a disability and uses technology to advance institutional efficiency and student learning.

Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

Disability law and practice is an area that never stops evolving and changing. The needs of students with disabilities and the challenges they are facing are ever changing. As disability professionals The DPS Director, DPS Faculty and DPS staff need to be on the forefront of inovation when it comes to professional learning. For instance, right now (exacerbated by the pandemic) individuals are facing a mental health crises nationwide. The percentage of students DPS serves who identify their primary disability as being physcological rises roughly 2 percent annually. Prior to the pandemic around 15% of our total served population was classified as receiving services under a mental health diagnosis. Diagnosis include, anxiety, depression, Bipolar disorder, panic disorder, schizophrenia, schizoaffective disorder, PTSD to name a few. More recently (due to the pandemic) our population has dipped to just under 1000 students (unduplicated) but the students with mental health challenges as their primary listed diagnosis has risen to over 17% (note* this does not include students who have a secondary diagnosis classified

under mental health). The DPS department has prioritized and aligned its professional learning to include additional training and support on how to assist students facing mental health challenges. DPS has aligned themselves with programs such as College Wrap https://www.chaffey.edu/studentlife/docs/feb-college-wrap-workshops.pdf and have worked with College Wrap to assist with getting services to students who report these challenges but have never received an official diagnosis. To he greatest extent possible we encourage DPS faculty and staff to attend disability based conferences such as AHEAD (Association on Higher Education and Disability) https://www.ahead.org/home and CAPED (California Association for Post Secondary Education and Disability) https://www.caped.co/

Additionally, The DPS Alternative Media and Technical Specialist annually attends the CSUN Technology Conference https://www.csun.edu/cod/conference/sessions/ The Conference explores all aspects of assistive technology, starting with pre-conference workshops followed by more than 250 educational sessions and a free Exhibit Hall. This is one of the ways the DPS office at Chaffey College stays up to date on available adaptive technology and resources.

Chaffey Collages DPS office is always looking for new ways to develop faculty and staff. Professional learning for our employees is vital to supporting our overall goals.

PRIOR VIP GOALS STATUS/PROGRESS

⬙ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

VIP GOAL #1: Develop a system to provide equal access to DPS students on all 3 campuses beginning with Rancho to meet regulations & compliance. (Ongoing)

VIP GOAL #2: Develop High School Transition Program for graduating high school students with disabilities. (Ongoing)

VIP Goal #3: Develop and reinstate SLOs, AUOs, and Student Satisfaction Surveys. (Ongoing)

OTHER RESOURCES REQUESTS

⬙ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

○ Yes
◉ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

No answer specified

2. EVIDENCE

The evidence section comprises of the following three distinct subsections: equity, student support program data, and student support outcomes.

EQUITY

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Equity is a process that contributes to equitable outcomes.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

⬙ 2a.1 Over the last three years, have the following increased, decreased, or remained the same?

Examine your program's structure (planning, creating frameworks, process facilitation, policies).

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available	1	2	3	4
Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)	✓			
Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)	✓			
Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)	✓			
Opportunities to follow-up with students (e.g., outreach efforts, formalized protocols for monitoring progress, benchmark completion)	✓			
Equity practices or protocols; creating a diverse and inclusive workforce	✓			

▣ 2a.2 IDENTIFY EQUITY STRENGTHS

a. First, summarize "equity" data that describes your program strengths.
b. Considering the evidence, explicitly identify specific "equity" strengths.

The mission of the Disability Programs & Services office it purely about **equity**. It is a fact that Community colleges enroll a higher proportion of students with disabilities than any other sector in post secondary education. In addition, community colleges have a much higher percentage of students with severe disabilities that impact their daily lives than 4 year institutions. DPS is at its core a disability Counseling and accommodation services/advocacy and resource program designed to ensure students with disabilities have equal access to Chaffey Colleges programs and services. DPS Counseling provides support to student learning by: explaining program and available services to assist with college success (test accommodations, alternative media, adaptive equipment, etc.); providing the student the tools to successfully enroll in appropriate courses; assist in the understanding of course placement and sequencing and the length of time needed to complete their academic/vocational goals; developing educational plans to meet certificate, degree, and transfer requirements; and completion of inter-department and outside agency referrals. Learning disabilities Assessment provides the student information on their learning style; adaptive devices to assist with success and learning strategies for enhanced academic experience. Alt-Media provides students access to text books, course materials and tests in an alternative media including Braille, audio books, enlarged print and reverse imaging (white or black, or different color text for visual processing). Interpreters provide Deaf/Hearing Impaired students real time interpreting in classroom, lab, and counseling sessions, to name a few. DPS provides a safe place to discuss accommodations, educational limitations, services available to students with disabilities and offering ways to give the students an equal opportunity to succeed. Workshops, one on one meetings, walk-in appointments, Advocacy, Disability Management, Facilitating mediation with Faculty, Staff, Family, Campus & Community Resources, assistance from the Success Guides and assistance with alternate media and assistive technology, as well as adaptive software are all covered with the incoming students with disabilities. Additionally, DPS Launched the New **Symplicity Accommodate** system back in August 2021. DPS moved from a paper based filing system to a completely digital system. Not only did this cut down on departmental printing by over 90% we also found that students had an easier time applying to the program and saw an increased trend of students utilizing the online DPS application feature. DPS has received over 360 new applications to the program since August 1st 2021. As one can see from our data students with disabilities are represented in every academic area on campus. Over the last three years there has been at least one student with a disability in every single subject and department. That means an instructor in every area at Chaffey College is familiar with the accommodations process and disability services. One of the ways DPS strives to make Chaffey College a more equitable place for students with disabilities is to remove the stigma of utilizing services when a disability or more specifically the environment we create for students does not meet their specific needs. Equity data indicates that the vast majority of students who were approved for services needed some form of testing accommodation.

Nationwide disability offices saw a reduction in enrolled students with disabilities due to the pandemic. DPS also saw a reduction in students when the campuses closed down and transitioned to remote learning. DPS did a wonderful job pivoting and worked tirelessly to make sure students received the support they needed. Our data will showcase explicitly that the DPS office over the course of the last 3 years showcases our program equity strengths by student survey responses:

88.2% of students who responded to our survey indicated that their accommodations and services helped them reach their goals.

85.7% indicated DPS has been available and Accessible online.

In addition,

1) Since the previous PSR Students now have the ability to request accommodations for lab based testing. DPS works closely with departments that utilize labs for testing purposes and makes sure students with disabilities receive equal access by fostering additional lab testing time, distraction reduced environments during lab testing and even adaptive equptment. DPS purchased multiple screen based microscopes that students who have visual impairments can use to equally participate in lab based activities and testing. The microscopes were over $2000 a piece and DPS purchased one for each campus.

2) DPS worked closed with the ADN (Associates Degree in Nursing) program and students with disabilities who nessasitate accommodations can now receive testing accommodations for the TEAS (Test of Essential Academic Skills) exam and even in

some cases at clinical facilities/hospitals in which students are completing their clinical hours. As a result we have seen an increase in students with disabilities in the ADN program and an increase in students with disabilities excelling in that program.

3) An increase in approval of alternative media and adaptive technology for virtual learning.

The main request has been for audio books and text to speech software access during the pandemic. Students are reporting "screen fatigue" and although e-books in some sense have been a blessing (due to cost) many students have reported the need for softwares that can read the text for them due to physical conditions that cause them discomfort when reading for long periods on their computer. Looking at 2018 PSR data this is an overall increase in approved assistive/adaptive technology approvals when factoring in a reduction in the overall student population due to the pandemic.

4) An increase in collaboration with other departments to emphasize online and web accessibility.

Jason Schneck the DPS Alternative Media and Technical Specialist has worked tirelessly to educate and inform the larger campus community about the need for web based accessibility in accordance with Web Content Accessibility Guidelines (WCAG) 2.0 Level A and AA (excluding criteria 1.2. 4 and 1.2. 5). WCAG is the internationally accepted standard for web accessibility. Also in accordance with the Rehabilitation Act of 1973 section 508. 508 Compliance is shorthand for a law that requires federal government websites to be safe and accessible for people with disabilities. This law covers a range of issues related to assisting people with different kinds of disabilities. Jason Schneck completes a PDF/document and Canvas Accessibility training multiple times per semester.https://canvas.chaffey.edu/courses/6461/pages/spring-22-flex-information

5) DPS streamlined services for students with disabilities simplifying processes to make services easier to obtain.

DPS Launched a new information management program called Symplicity Accommodate. This new system allowed students with disabilities to apply to the program independently 24 hours a day 7 days a week. Students who applied through this system can now log in at anytime and see the disability related support documentation they submitted when applying to the program. This means if they lost their disability documentation they can download it from their Symplicity Accommodate portal at anytime making it easier to apply for services from other institutions when they transfer. They can also review and download their Counselor Approved Academic Accommodation letter at anytime from the system. When the student registers for their courses they can also pick which instructors see that they have approved accommodations. For example: if a student wanted to utilize their accommodations for their math class but did not want their English instructor to know they were part of DPS they can now pick which instructors will be sent a copy of their accommodation letter and which instructors will have access to their accommodations through the Symplicity platform.

Many helpful Youtube videos were created to assist students and faculty.

https://youtu.be/VZwUvZzucrI

Helpful Videos for Students

https://www.youtube.com/watch?v=SaOUVvntCAI

https://www.youtube.com/watch?v=PsFXJ4FPBa0

https://www.youtube.com/watch?v=tEo7to8c8m0

Helpful Videos for Faculty

https://www.youtube.com/watch?v=w_Zc9SyDWPg

https://www.youtube.com/watch?v=MDshMHfQ0IY

in addittion, prior to the pandemic a student with a Disability could come to the DPS office and get a paper form that would qualify them for additional tutoring time when they have appointments at the Success Center. To remove barriers and streamline the process DPS Counselor can now be notified by the student they need additional tutoring time and the Counselor can fill out an online slip for them so they will receive their additional tutoring time due to their disability. https://chaffey.libwizard.com/f/sca This practice removed the need for a student to see a counselor or try to explain their need directly to Success Center staff.

DPS Also works closely with EOPS (Extended Opportunity Programs and Services). Students enrolled in EOPS need to be considered "Full Time" in order for those students to retain their EOPS benefits. However, if the student has a disability they can get full time status with less than full time units. Historically, students with a disability would need to bring a form to their DPS Counselor. DPS worked with EOPS to develop an online form that removed the need for the student to have an additional appointment. EOPS now sends those forms directly to DPS and DPS processes those forms. Once again removing barriers for students who traditionally need the most help. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e60631de-3ca5-4bbe-9d94-aea25391d0f2

DPS increased its equity initiaves in other areas as well. See Below:

1)An increase in trainings designed to educate and inform Chaffey College Faculty and staff about equitable practices when working with students with disabilities.

2)An increase in DPS representation accross campus committes and initiaves. 504 Committee, 508 Committee and DPS Advisory Committee meet annually now.

3) An increase in workshop opprtunities for students.

At the start of the pandemic DPS lost all of our program Success Guides and Short Term workers. These paraprofessionals played a pivitol role in providing additional support and outreach to students with disabilities. Since DPS Counselor Jacob Peck has been promoted to the DPS Director in August 2021 it has been a departmental mission to hire and train new paraprofessionals to additionally support students with disabilities. 3 Success Guides and 4 short term workers have been hired since then and lab, testing and outreach services have also increased since then

2a.3 IDENTIFY DISPARITIES IN EQUITY

a. First, summarize "equity" data that describes areas of improvement.
b. Second, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for equity, answer the following question instead: How will the program/department maintain excellence in equity?

The Chaffey Community College District is committed to providing equal educational and employment opportunity. The District affirms its commitment with policies that include fair and equitable treatment of students and employees, and prohibits discrimination in its admission, access, and treatment in College programs and activities, and application for and treatment in College employment on the basis of race, color, ethnic group identification, national origin, ancestry, religion, religious creed, sex, **physical or mental disability, medical condition (including cancer)**, age, marital status, sexual orientation or status as a Vietnam-era veteran.

How will the program/department maintain excellence in equity?

DPS will maintain excellence in equity in a number of ways:

1) Maintain ongoing collaborations and workshops to that support training and advocacy for students with disabilities.

2) Stay on the cutting edge of adaptive technology that can change the lives of students with disabilities.

3) Seek disability representation in all areas across Chaffey Campuses.

4) Continue to seek to remove stigma and focus on the ability of people rather than a disability.

5) Continue to make both architectural and web based accessibility a primary focal point in trainings and workshops.

6) Continue to address the ongoing mental health crisis which is detrimentaly impacting students with disabilities on boarding to the college and staying on their educational paths.

STUDENT SUPPORT PROGRAM DATA

"Student Support Program" data represents the second element of the EVIDENCE component of the PSR evaluation. "Student Support Program" data represents all other types of evidence unrelated to equity. Examples of data may relate to resource tracking, student records or achievement, counseling, enrichment events, college readiness, academic mentoring and tutoring, student workshops, or program orientations.

Please keep evidence related to "equity" in 2a.2 and 2a.3. Please keep "Student Support Program" data in subpoint 3.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Data may be collected through surveys and questionnaires, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

2b.1 IDENTIFY STUDENT SUPPORT STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

Refer to data/evidence you have from the last three years.

a. First, summarize "Student Support Program" data.

b. Second, considering the evidence, explicitly identify specific areas that your program is doing well to support students.

DPS has provided students with disabilities consistent and reliable services over the last three years. Services range from testing services, adaptive equipment tranings and disability counseling services to name a few. When reviewing the data our numbers were staying steady and even increasing in several areas. Where we see a dramatic decline is at the start of the pandemic. Many students with disabilities reported they did not enjoy remote instruction citing a lack of direct contact from their instructors, student services support such as tutors and even their interactions other students. DPS Counselors were getting daily emails asking "when will the college reopen?". Looking at the testing data we see an increase as on campus offerings have become more available the DPS office saw a resurgence in students requesting services. Below is a breakdown of data showcasing what services students utilized over the last three years.

1) In person then after the pandemic-Virtual access to DPS Counselors and staff. Students with a disability(s) can book an appointment either by video, phone or in person or do a virtual walk-in directly from the DPS
Webpage https://www.chaffey.edu/studentsupport/dps/meetcounselors.php

Over the last 3 years:

9016 Appointments booked by students enrolled in DPS

1253 -no shows

1441-Cancelled appointments

6322 DPS Counseling appointments including walk-ins.

Durring these appointments students received an Academic accommodation plan which often included accommodation approvals for testing, tutoring and alternative media and adaptive technology. See breakdown below:

Over the last 3 years

Over **3170** students were approved for Audio books an E-Text and text to Speech software due to a disability that impacted their reading.

Over **99** Students were approved for enlarged print due to a visual disability.

Over **48** Students were approved for captioning due to a disability that affected their hearing.

Over **670** students were approved for a Speech to Text Software due to a physical disability that affected their writing/typing.

Over **1900** students were approved for the Smart Pen due to a disability that prevented them from taking lecture notes effectively.

Over **40** students were approved for magnification devices due to a disability that affected their eyesight.

Sometimes students struggle with technology and need to call DPS for assistance. DPS is one of the few offices that **remained open** throughout large time periods throughout the pandemic and students can call the DPS office durring our hours of operation and speak to someone in real time and get help booking their appointment 909-652-6379. Students can now also either email DPS.staff@chaffey.edu or DPS.Records@Chaffey.edu for direct assistance from a DPS staff member working remotely. Also DPS hired multiple DPS Success Guides. These Success Guides are on our "DPS Live Link" from 8:00am-3:00pm everyday we are open and students can get real time assistance booking appointments, submitting their semester accommodation requests, registering for classes and much more!

Below is the Zoom link to the Live DPS Zoom:

Join Zoom Meeting
https://chaffey-edu.zoom.us/j/91996089689?pwd=RWVncEZBMy9wNGJZczdWaThiNC81dz09

Meeting ID: 919 9608 9689

Students with disabilities need direct support to ensure they are getting the services they need to ensure they are being given equitable opportunities to succeed in their educational goals. DPS has ensured that students have a myriad of options to contact the DPS department.

DPS is aware the impact the correct **equipment, technology or even furniture** can have on the experience of a student with a disability. The data below covers the last 3 years and gives a snapshot of DPS' dedication to student success:

Summer 2019

Pieces of equipment have DPS loaned out: **41** (Magnifiers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **5**

Alternative media requests: **50** books requested from **25** students

Adaptive software trainings DPS has done with students, faculty and staff- **50**

Tram requests estimated over **300** (for on campus Transportation for students who have a disability that affects their mobility)

Fall 2019

Pieces of equipment have DPS loaned out: **280** (Magnifiers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **46**

Alternative media requests: **181** books requested from **77** students

Adaptive software trainings DPS has done with students, faculty and staff- **300**

Tram requests estimated over **1875** (for on campus Transportation for students who have a disability that affects their mobility)

Spring 2020

Pieces of equipment have DPS loaned out: **203** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **32**

Alternative media requests: **119** books requested from **65** students

Adaptive software trainings DPS has done with students, faculty and staff- **180**

Tram requests estimated over **800** (for on campus Transportation for students who have a disability that affects their mobility)

Summer 2020 (Covid)

Pieces of equipment have DPS loaned out: 0 (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: 0

Alternative media requests: 40 books requested from 20 students

Adaptive software trainings DPS has done with students, faculty and staff- 40

Tram requests estimated over 0 (for on campus Transportation for students who have a disability that affects their mobility)

Fall 2020 (Covid)

Pieces of equipment have DPS loaned out: **0** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **0**

Alternative media requests: **110** books requested from **60** students

Adaptive software trainings DPS has done with students, faculty and staff- **100**

Tram requests estimated over **20** (for on campus Transportation for students who have a disability that affects their mobility)

Spring 2021(Covid)

Pieces of equipment have DPS loaned out: **5** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **0**

Alternative media requests: **90** books requested from **50** students

Adaptive software trainings DPS has done with students, faculty and staff- **100**

Tram requests estimated over **30** (for on campus Transportation for students who have a disability that affects their mobility)

Summer 2021(Covid)

Pieces of equipment have DPS loaned out: **3** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: 0

Alternative media requests: 30 books requested from **15** students

Adaptive software trainings DPS has done with students, faculty and staff- **100**

Tram requests estimated over **20** (for on campus Transportation for students who have a disability that affects their mobility)

Fall 2021(Covid)

Pieces of equipment have DPS loaned out: **7** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: **0**

Alternative media requests: **150** books requested from 8**0** students

Adaptive software trainings DPS has done with students, faculty and staff- **100**

Tram requests estimated over **50** (for on campus Transportation for students who have a disability that affects their mobility)

Spring 2022(Covid)

Pieces of equipment have DPS loaned out: **7** (Magnifyers, Smart pens, Adaptive keyboards, Etc.)

Adaptive furniture requests facilitated: 0

Alternative media requests: **60** books requested from **30** students

Adaptive software trainings DPS has done with students, faculty and staff- **45**

Tram requests estimated over **20** (for on campus Transportation for students who have a disability that affects their mobility)

3 Year Totals:

Equipment checked out: **546**

Furniture placed: **83**

Books in alt format: **830** requested by **422** students

Trainings for students/staff/faculty: **1015**

Trams: **3115** estimate

Testing-A major accommodation DPS approves and Facilitates is testing. Students with disabilities often have challenges that make testing in a traditional format inappropriate. To allow students to showcase their skills and knowledge in an equitable format DPS approves testing accommodations for students with documented/verified disabilities. Prior to and even during the Covid 19 shutdown DPS continued to support students with disabilities receiving this accommodation. Below is data spanning the last 3 years in regards to testing appointments and facilitation by the DPS office:

Breakdown by semester from March 1, 2019, to February 22, 2022

PLEASE NOTE: SPRING 2019 FULL SEMESTER WAS January 14, 2019, to May 22, 2019

Spring 2019- March 1, 2019, to May 22, 2019-DPS Testing

Rancho- **603 completed exams**

Chino -**17 completed exams**

Fontana- **27 completed exams**

SP 2019 Semester *Total Testing (from *March 1, 2019)- **ALL Campuses-647 EXAMS**

Summer 2019- June 3, 2019 to July 26, 2019-DPS Testing

Rancho- **108 completed exams**

Chino-**2 completed exams**

Fontana-**4 completed exam**s

SU 2019 Semester Total Testing-**ALL Campuses-114 EXAMS**

Fall 2019 -August 19, 2019 to December 19, 2019-DPS Testing

Rancho-**601 completed exams**

Chino- **43 completed exams**

Fontana-**28 completed exams**

FA 2019 Semester Total Testing-**ALL Campuses-672 EXAMS**

Spring 2020-January 2, 2020 to May 22, 2020

Rancho-**228 completed exams**

Chino-**7 completed exams**

Fontana-**2 completed exams**

SP 20 Semester Total Testing-**ALL Campuses-237 EXAMS**

FYI-Note: MARCH 17, 2020 (COVID 19 CAMPUS CLOSURE)

Prior booked-NO SHOWS, **due to COVID closure-**

NO SHOWS ALL Campuses FROM MARCH 17. 2020 TO May 22, 2020, = **87 no shows**

Summer 2020-July to August 2020

TOTAL **(1) Zoom completed exam**

DPS Proctored Exam date- July 10, 2020

BIO 23

SU 20 Semester Total Testing-**ALL Campuses- 1 EXAM**

Fall 2020 August 17, 2020- to December 20, 2020

TOTAL **(1) Zoom completed exam**

DPS Proctored Exam Date September 30, 2020

Math 25 1 EXAM

SU 20 Semester Total Testing-**ALL Campuses- 1 EXAM**

Spring 2021-January 11, 2021 to May 19, 2021

No DPS proctored exams

Summer 2021 -June 7, 2021 to July 30, 2021

No DPS proctored exams

FALL 2021 AUGUST 16 TO DECEMBER 19, 2021

Rancho- **41 completed exams**

FA 21 semester test total all in person, **ALL RANCHO CAMPUS- 41 EXAMS**

Spring 2022- January 2022 to February 22, 2022

Rancho- **18 completed exams**

Chino-**1 completed exam**

SP 22 semester test total, January 2022 to February 22, 2022, **ALL CAMPUSES-19 EXAMS**

Chaffey College DPS Proctored Testing

From March 1, 2019, to February 22, 2022

All Campus Total DPS Proctored Exams

From March 1, 2019, to February 22, 2022

Testing total ALL CAMPUSES: **1,732 Completed exams**

Breakdown By Campus, Individually from March 1, 2019, to February 22, 2022

Testing total RANCHO: **1601 Completed exams**

Testing total CHINO: **70 Completed exams**

Testing total FONTANA: **61 Completed exams**

DPS SET/SEA

2019- DPS assisted **387** students with disabilities apply to Chaffey College from High School in the Chaffey District. We completed **152** intakes into the DPS program from those 387.

2020-DPS assisted **430** students with disabilities apply to Chaffey College from High School in the Chaffey District. We completed over **160** intakes into the DPS program from those 430.

2021-DPS assisted **195** students with disabilities apply to Chaffey College from High School in the Chaffey District. We completed **70** intakes into the DPS program from those 195.

DPS also provides services to students who happen to be deaf or have a hearing impairment. Many students with these types of impairments require either live captioning (in the classroom or via live Zoom sessions) or ASL (American Sign language) interpresters for in the classroom or durring live Zoom lectures.

DHH (Deaf and Hard of Hearing) Data

live captioning request/bookings

2019 (June-December)- **281** assignments

2020 (January-December)- **101** assignments

2021 (January-December)- **18** assignments

2022 (January-Current)- **0** assignments

Total- **400** (approximate total including missing invoices from 2019- 519)

ASL interpreter bookings data

2019 (March-December) **507** Contracted Services ASL assignments/306 Personal Contract ASL assignments- Total 813 ASL assignments

2020 (January-December) **179** Contracted Services ASL assignments/254 Personal Contract ASL assignments- Total 433 ASL assignments

2021 (January-December) **0** Contracted Services ASL assignments/8 Personal Contract ASL assignments- Total 8 ASL assignments

2022 (January-February) **0** Contracted Services ASL assignments/11 Personal Contract ASL assignments- Total 11 ASL assignments

Total- **1265 ASL assignments**

students utilized DHH services over the last 3 years

15 Students

⊗ **2b.2 IDENTIFY STUDENT SUPPORT AREAS OF IMPROVEMENT**

Refer to data you have from the last three years.

a. First, summarize "Student Support" data that describes areas of improvement.
b. Second, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for student support, answer the following question instead: How will the program maintain excellence in student support services?

Looking at the data DPS has noted challenges in providing support to students with disabilities during the pandemic where students were not on campus to receive direct support. DPS met with students during the Covid-19 shutdown virtually and in some cases in person but per direction from the college students only had access to the DPS office virtually unless they received special permission. This Changed during the Fall 2021 semester and the DPS office along with offices like Admissions and Records and Financial aid were allowed to open in person due to the specific need to have in person services for students with disabilities. The data does indicate a reduction in equipment, loans, alternative media requests, tram services, test proctoring services, adaptive furniture requests, adaptive software trainings to name a few. This has to do with the overall reduction nationwide of students with disabilities attending Community colleges during the pandemic and utilizing services. Students with disabilities often have increased feelings of isolation, especially if the disability affects their social skills e.g autism, mental health etc. This made the transition to remote learning extremely challenging for many of our students with disabilities. Many of our students with disabilities relied on the Chaffey campuses as not just educational institutions but as a way to socialize and be around people. Community colleges across the country saw a 30%-60% drop in college enrollment for students with disabilities when the campuses closed. Historically, Chaffey would serve anywhere between 1500-2000 students spanning online and all three campuses. One year after the pandemic hit the Chaffey DPS office was serving 800+ students. Our numbers are starting to increase as we see more on campus activity and looking at our data from Symplicity Accommodate we now have close to 1000 students with active case files who are enrolled in classes this semester.

One improvement we would like to implement over the next 3 years is our communication and outreach to students. With the new Simplicity Accommodate system we can now search and message students via email and soon text messages reminding students of available services and processes. Since DPS implemented Symplicity Accommodate DPS has sent more email messages to students in the last 7 months than in the last 3 years combined. We also understand that email is not always the preferred communication tool for College students. As a result DPS is working with the Symplicity implementation team to set up text reminders for services.

During the pandemic we also were required to let go of all of our Short term workers and DPS Success Guides. Since the new DPS Director Jacob Peck was hired in August of 2021 we have hired three new DPS Success guides. DPS Success Guides are graduate students in a Counseling based Masters degree programs that are completing their requirements for their program by working with students with disabilities. We have also hired three new Short term workers to assist students while DPS staff still partially work remotely.

DPS faculty and staff understand that as the Chaffey College campuses reopen students with Disabilities will return and will require additional services from the DPS office to reach their educational goals.

---

3. EVIDENCE--STUDENT SUPPORT OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation.

If you have questions about the learning outcomes requirements in section 4, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu

✳ 3a. Identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- ☑ PROGRAM LOs/Student Support LOs have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace in Taskstream.
- ☑ Current PROGRAM LOs/Student Support LOs have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- ☐ Chronological Assessment Plan (CAP): A CAP has been uploaded into your Student Support Outcomes Workspace and covers 2018-2024

✳ 3b.1 Did you evaluate all Student Support Learning Outcomes within the three-year period?

- ○ Yes
- ⦿ No

✳ 3b.2 If you marked no above, please explain. If you marked yes, please enter n/a.

Some of the survey outcome sets are obsolete or are in discussion for removal.

Some of the student support learning outcomes in the system are obsolete. Some of them pertain specifically to the LDC (Learning Development Center) and the DI (Diversified industries) programs. LDC was shut down by the college in 2015. The DI program has not been in operation since the start of the pandemic and ongoing discussions are in the works to determine if the program will continue. As such we will primarily be focussing on the student support learning outcomes labeled 2014-2022.

STUDENT SUPPORT ASSESSMENT RESULTS AND REFLECTION

3c.1 Is there ACES-ILOs (formerly known as NWOW employability skills) assessment data for your Student Support area?

There is NO SCORING for element 3c.1

- ○ Yes
- ⦿ No

✳ 3c.2 Are all PLO/Student Support LO assessment results from fall 2018 through fall 2021 entered into Taskstream?

- ⦿ Yes
- ○ No

✳ 3c.3 Mark all applicable approaches used to illustrate how your student support area currently uses learning outcome (LO) results to inform improvements to student services. Mark all that apply.

- ☐ Review & share results among stakeholders in your area
- ☑ Change support strategies
- ☑ Attend professional development
- ☐ Change methods of assessment
- ☐ Modify criteria for measuring success
- ☑ Other; please describe: Update Program Learning O

✳ 3c.4 Program Strengths

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from learning outcomes assessments to support your answer.

Outcome: SLO1: Students will be able to identify the nature of their disability and the appropriate accommodations associated with it closely aligns with "Change support strategies" and "Attend professional development". Services to students with disabilities and the laws and regulations that guide and impact services to students with disabilities in a higher education setting have drastically changed over the years and have been in constant flux since the civil rights movement. New legal precedence from civil cases and new cases presented by OCR (Office for Civil Rights) makes it imperitive that we as a department update our support strategies and continuously attend professional development to learn new tactics and strategies to meet the needs of students in accordance with the ADA, Title 5 and other regulations. Students understanding their services and engaging with the DPS office is the best source of data to utilize when making adjustments to our support strategies and also helps inform on what professional development our faculty and staff engage in. For example, when DPS faculty switched to only offering remote services due to the pandemic students initially struggled on how to access services during solely remote instruction. Their feedback during intake counseling appointments and follow-up counseling appointments assisted the DPS faculty in determining how we could pivot and change our support strategies. Counselors became more familiar with online instructional tool and used their new found knowledge to advocate for increased accessibility in accordance with section 508 of the rehabilitation act of 1974 (as amended) and drastically changed the professional development they engaged in. Professional development is vital to ensuring students understand their disability(s) and their services as new strategies for engaging students with disabilities are always being developed.

Outcome: SLO 2: Students will be able to self-advocate and act independently in the pursuit of their educational goals aligns with "Change support strategies" and "Attend professional development". Students with disabilities can often struggle with self advocacy and engaging with course content independently. In order to help students with disabilities to develop skills that will enhance their educational experience and overall help them in their lives, counselors assist students with tactics and strategies to self advocate in regards to their needs and appropriately engage with their instructors and their courses in a meaningful and constructive way. For example: DPS Counselors have hosted email etiquette workshops for students with disabilities as well as test taking strategies and other learning opportunities to create the least restrictive educatinal experience possible for students with disabilities. DPS Counselors also attend workshops hosted by CAPED (California Association for Post Secondary Education and Disability) and AHEAD (Association on Higher Education and Disability) on how to support self-advocacy, and promote more independence for students with disabilities.

Outcome: SLO 3: Students will learn to independently utilize a variety of Assistive Technology software and hardware "Change support strategies" and "Attend professional development". Historically, this would include: Smart Pen, audio records, reading software, speech to text software and many others. However, the needs of students have shifted to needing software programs while they complete homework and access material remotely. Students have inquired how to utilize screen readers, magnifying software, e-books, and text-to-speech software utilizing their personal devices or the Chromebooks that were provided from the college. The DPS Alternative Media Specialist is excellent and is an expert on assistive technology software and hardware.

Outcome: SLO 4: Students will demonstrate skills that assist in their academic, personal & professional development aligns with "Change support strategies" and "Attend professional development" this will also inform on our overall program learning outcomes in the future as we identify additional skills or personal/professional development that students with disabilities may need to active their academic goals. We will also change our support strategies we offer and what professional development DPS faculty and staff attend based off of this data.

✳ 3c.5 Program Areas for Improvement

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from learning outcomes assessments to support your answer.

The vast majority of student who responded positively to DPS services and support when surveyed. However, the majority of this data came after the pandemic and after many students had stopped attending. DPS faculty and staff are in constant ongoing discussions about how to streamline services for students with disabilities and make the program stronger. Additional workshops especially during the on boarding process for new students with disabilities seeking services in several areas would be an area of improvement. These topics could range from:

-Basic computer skills for students with disabilities

-Self Advocacy

-Email Etiquette

We are also at a stage now where we have found Youtube tutorial videos to be extremely helpful. These workshops could be made into a short series of Youtube videos and could be incorporated into the information we give to our High school contacts through our DPS SET (Senior Early Transition). The DPS department does a wonderful job of working with students one on one during counseling sessions, trainings or when students interact with DPS staff but we realize that alot of this information could be front loaded and this could limit the challenges many of our students face.

We also understood that historically we have had challenges with mass communicating with our students. Students can self advocate more easily and understand their rights and services when they receive regular communication from the DPS office in regards to reminders and upcoming opportunities. Alot of this challenge has been fixed with the launching of the Symplicity Accommodate system. Symplicity Accommodate has built in messaging in the system which allows communication to be easier and more targeted to specific groups.

Looking at the data below we know students look upon their DPS services favorably but this data does not encompass students that were lost durring the pandemic.

I understand my rights and responsibilities as a student with a disability
-89% of respondents agreed

My academic accommodations and services helped me reach my educational goals
-86.4% of students agreed.

During remote instruction, I fell comfortable approaching my instructor with my accommodation needs in recorded or real-time lectures
76.4% of students who responded agreed with this question.

87.6% of students responded they were able to access the information on their online courses.

We do see a drop in agreements when student discuss interacting with their instructors. Additional training for instructional faculty as well as additional advocacy trainng for students will address this discrepancy.

3c.6 Next Steps

Describe next steps that your area will take to help address gaps in achievement and/or assessment of Program/Student Support LOs in your student support area in the next three years.

Step 1- DPS Counselors will offer additional Flex presentations on how instructors can engage with students with disabilities in a discreet manner which limits the stigma students with disabilities already often feel.

Step 2- Increase accessibility trainings for instructional faculty especially for those offering remote learning as a primary means of instruction.

Step 3- Increase messaging and outreach to advise students how to submit a semester request for their accommodations.

Step 4- Increase student satisfaction surveys and surveys to instructional faculty on where they feel they would need additional help.

Step 5 -Increase SLO-4 students with disabilities will demonstrate skills that assist in their academic, personal & professional development by increasing student competition rates as steps 1-4 are addressed. This will be addressed by continuously checking students with disabilities graduation rates each year over the next 3 years.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all student support members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

DEVELOP ACTION PLAN

4a. What is your program's action plan to make improvements? An effective plan is descriptive and has well-defined steps.

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

If there is a disparity in equity (item 2a.3), the strategies for implementation should be included in the plan. Elements 2b.2 and 3c.5 asked you to identify what are the areas of improvement. Item 4a is asking you to put a plan together for the intended actions the department or program should take to achieve objectives for the process of improvement.

VIP GOAL #1: Fully implement the Symplicity Accommodate information management system over the next PSR cycle.

Year 1. DPS has scheduled ongoing monthly meetings with our Symplicity Accommodate Implementation manager, to assist with implementing the DPS test booking feature in Symplicity during year 1.

Year 2. DPS will encourage students to give authorization to allow text messaging by the Symplicity System through email and during DPS Counseling appointments.

Year 3. DPS will develop a communication plan using email and text messages to remind students to book their testing appointments, meet with DPS Counselors and much more!

VIP GOAL #2: Increase Accessibility training and disability advocacy across the institution for instructional faculty by 10%.

Year 1-DPS faculty, Director and the DPS Alternative media specialist will engage in regular flex and other DPS training opportunities with Chaffey instructional faculty. DPS Averages around 10 trainings per year department wide. Increasing that to 11 trainings in the first year will give additional opportunities for new and returning instructional faculty to engage in professional learning in regards to students with disabilities and accommodation best practices.

Year 2-DPS will work with additional DPS faculty to offer 12 trainings and survey instructional faculty about additional training needs.

Year 3- DPS will continue to survey instructional faculty and average 13 trainings in the 3rd year.

VIP Goal #3: Revamp and re launch Basic Computer Skills for Students with Disabilities - DPS530 that specifically serves students with disabilities.

Year 1- Develop a workgroup within DPS to make changes to the current curriculum to meet students needs currently.

Year 2- Assign a disability specialist who understands current technology to teach the course. Launch 1 section.

Year 3- Make revisions based of of the student experience and the current needs of the population. Self reporting surveys will be used to make course determinations.

VIP Goal #4 Work with Kinesiology faculty to launch Adaptive PE courses here at Chaffey College.

Year 1- Work with Kinesiology to write adaptive PE course descriptions that currently fit the populations need.

Year 2- Once adaptive PE classes are launched DPS will promote the classes utilize the Symplicity Accommodate messaging system and in DPS Counseling appointments.

Year 3- Establish survey to students with disabilities to determine if additional adaptive PE courses would be appropriate. E.G. Swimming, tennis, yoga, self defense etc.

INTER-PROGRAM COLLABORATION

4b.1 Identify specific inter-program collaboration that would improve student services.

One area that would beifit all student services would be increased DPS collaboration with Curriculum. Many classes with physical components do not have what are called "Technical standards". Technical standards are essential functions that ideally would be located in a courses outline of record for courses that have physical components. Accommodation requests that take in depth evaluation are on the rise despite the overall lowering of the student population. Technical standard help programs and the DPS office make complex accommodation determinations and can protect the student the programs and ultimately the district if a student cannot with or without an accommodation complete the essential standards of a program or course.

4b.2 How has your program specifically benefited from inter-program collaboration?

EOPS and DPS have always had immersive in depth collaboration to the benefit of our mutual students. Over the last few years DPS has developed similar partnerships with financial aid. Students with disabilities can now as of Spring 2022 get the panther promise grant with less than 12 units if they have a disability which would affect their ability to take 12 units and would otherwise qualify. DPS has also worked with all the Success centers to make sure students with qualifying disabilities receive

additional time with the tutors and access to other accommodations while receiving tutoring services. DPS is constantly collaborating with Rising Scholars, Veterans resource center, Panther Care the CCSJ and many many other areas on and off campus.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4c. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4c.

Curriculum/Course building workshops.

VIP GOALS

4d.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP GOAL #1: Fully implement the Symplicity Accommodate information management system.

VIP GOAL #2: Increase Accessibility training and disability advocacy across the institution for instructional faculty by 10%

VIP Goal #3: Revamp and re launch Basic Computer Skills for Students with Disabilities - DPS530 that specifically serves students with disabilities.

VIP Goal #4 Work with Kinesiology faculty to launch Adaptive PE courses here at Chaffey College.

4d.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- ☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- ☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- ☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- ☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

4d.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with Chaffey Goal(s)
VIP Goal 2--Rationale and how it aligns with Chaffey Goal(s)
VIP Goal 3--Rationale and how it aligns with Chaffey Goal(s)

VIP GOAL #1: Fully implement the Symplicity Accommodate information management system.

The Symplicity Accommodate information management system was a program DPS launched on August 1st 2021. This system revolutionized the way students can view and interact with their disability services. They can instantly view and print their accommodation letters, they can request additional accommodations directly from their symplicity portal, they can view the supporting documentation they submitted and their appointment history with DPS, they can chooose which instructors can view their DPS staus, DPS can use the tool to track students more easlity and it has some amazing reporting features and much much more! However, when we launched the system we needed to get it launched as soon as possible due to workflow nessessity. There are many features within Symplicity Accommodate we have not opened/launched. For instance, the system has the capability of letting students book their testing appointments directly from their portal removing the need for external formatack links. The system also has a text reminder sytem where the DPS office could text appointment reminders or reminders for students to book a counseling appointment or submit their semester request. This goal to fully impliment this sytem aligns with Chaffey'es **Goal 1- Equity and Success** as it eliminates potential barriers and streamlines services for one of the most vulnerable populations Chaffey College serves. This VIP goal also Aligns with Chaffey Colleges **Goal #4: Technology-** where as we will use the Accommodate tool to optimize and advance institutional effeciency. The Chaffey College DPS team is always on the forefront of technology that can streamline support services to students with disabilities. Several disability offices at other local colleges in the area have already reached out to the Chaffey DPS Director and have asked us to provide them feedback and a demonstration on this sytem. Schools such as Crafton Hills College and Riverside Community College.

VIP GOAL #2: Increase Accessability training and disability advocacy accross the institution for instructional faculty.

As more courses have become remote and distance learning has become more prevalent the need to make sure Chaffeys websites, classrooms and other platforms are accesable has become paramount. Students with disabilities are reporting in mass that they struggle to access basic features in online coursework due to rampant inaccessibility. More and more students are entering the Community college system with disabilities that affect reading and processing visual information. The use of screen readers,captions and many other assistive technologies are a nessessity for these students. The need to increase accessibility trainings to identify potential solutions for accessibility barriers based on the ADA and other relevant disability laws/regulations. This would involve more DPS workshops on captioning and accessibility requirments for online materials and course work. This would also involve the potential hiring of a TECHNOLOGY SPECIALIST FOR ACCESSIBILITY AND COMPLIANCE. This aligns with Goal 4: Technology, Goal 2 Learning and completion and especially goal 1: Equity and Success.

VIP Goal #3: Revamp and re launch Basic Computer Skills for Students with Disabilities - DPS530 that specifically serve students with disabilities.

Historically, DPS had specific classes for students with disabilities that were designed to assist them in building skills for the larger campus community.

Over the last few decades DPS classes lost instructors and funding and this course was discontinued. DPS would like to bring this course back. Many community agencies such as multiple 501C3 non profits that work with disabilities, the Department of Rehabilitation and even Inland Regional Center have reached out with potential students for these courses and have expressed interest in courses that assist students with disabilities navigate technology at Chaffey. This Goal aligns with **Goal 1: Equity and Success** as these classes will provide students with the skills they need to have a better chance at succeeding in their general course work curriculum and aligns with goal three as this is directly addressing a the need for more community opportunities.

VIP Goal #4 Work with Kinesiology faculty to launch Adaptive PE courses here at Chaffey College.

Chaffey used to have adaptive PE students with disabilities. These courses were discontinued. Many students with disabilities feel that certain physical based courses are not an option. **This aligns with Goal 1: equity and Success.** This goal also aligns with Community Opportunities and needs.