Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Disability Programs and Services (DPS)

Program Code: 4934 - PHYSICALLY DISABLED - INSTRUCTIONAL

Review Type: Instructional
             Administrative
             Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Chaffey College Disability Programs and Services (DPS) is a state funded program which provides support services to those students who have physical, learning, and psychological or developmental disabilities. The program is committed to maintaining an environment that enables students to develop a clear sense of independence, gain further knowledge of themselves, define their academic, vocational and life goals, review their progress, and discover resources to enhance their ability to be successful. Through the department’s efforts, students experience Disability Programs and Services as a fully integrated team of faculty and support staff dedicated to student success. Students who receive services from DPS are provided professional assistance with: Academic and vocational goal planning; Transfer counseling with current articulation information; Personal counseling to provide support and/or to access more in-depth intervention; Individually prescribed academic accommodations and test taking facilitation to enhance student success; Referral to internal departments (Financial
Enrollment Assistance, EOPS, Health Services, and Veterans), outside state agencies (Department of Rehabilitation, Inland Regional Center, VA, and Mentor Network) or support groups (Open Doors Now, Prader-Willi Syndrome, and United We Stand); and independent learning/vocational training programs (Learning Development Center, Diversified Industries). DPS also offers courses in basic computer skills (designed to teach adaptive programs and equipment usage as well as basic keyboarding), job readiness and problem solving, vocational skills, and Job Placement practicum. Counselors and apprentices conduct specialized one to one or group orientations for new students to become familiar with the college’s policies, procedures, programs and DPS services and program requirements; support services for students on academic/progress probation and dismissal; and referral to other support services on campus. Disability Program and Services also provides disability awareness programs for both faculty and students though an events fair, Faculty Success Center presentations, monthly workshops, and inter-department presentations. Disability Programs and Services is evaluated through Institutional Research Student Services Satisfaction Surveys; SLO’s in DPS courses and orientations; Responses from DPS Advisory Committee; High School Advisory committee; and annual review of activities both in AUO’s and Board Monitoring Report. Information from all the above is reviewed by the department and changes, enhancements or continuation of activities and development of new programs/services are completed.

**Review Team Response**

Very comprehensive overview.

**PROGRAM DATA**

**Enrollment**

![Enrollment by Day, Evening, Online, Arranged (DPS)](image-url)
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-21.33%</td>
<td>-61.75%</td>
</tr>
<tr>
<td>Day</td>
<td>-25.29%</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>-20.3%</td>
<td>-52.43%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

The DPS department suffered a significant decrease in the number of course offerings due to cutbacks in categorical funding and staffing. Courses including Cognitive Retraining for Students with acquired Brain Injuries/Stroke, Basic Study Skills for Students with Disabilities, Basic Skills for Students with Disabilities, and Self Advocacy/Empowerment for Students with disabilities were not offered for over a year and have since been deactivated. DPS courses are only offered during the day. Enrollment by ethnicity is within the general enrollment of the college for Asian, Caucasian and Hispanic populations with a higher enrollment for African-American. Enrollment by gender shows a significantly larger enrollment by male students. One explanation of these differences is the higher number of males and African-American students within specific disability populations are enrolled in specialized training programs such as LDC.

Retention
### Retention Rate by Day, Evening, Online, Arranged (DPS)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-5.12%</td>
<td>7.33%</td>
</tr>
<tr>
<td>Day</td>
<td>-6.22%</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>89.07%</td>
<td>84.86%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

All of DPS courses are currently offered during the day on an arranged time basis. The retention rates are above the district rate. An update in curriculum and course outcomes in 2010-2011 may have led to the increase in retention between 2009-10 and 2010-11.

Success
## Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-4.97%</td>
<td>13.04%</td>
</tr>
<tr>
<td>Day</td>
<td>-11.03%</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>83.44</td>
<td>79.58</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

DPS offers specialized courses with individualized/small group instruction. These are offered to a smaller population (less than 200 students) and the courses are all pass/no-pass or non-credit. The current success rate is approximately 80 per cent or higher. A number of DPS courses have been deactivated and has lessened the numbers of students served.

Review Team Response
Data and trends are interpreted properly. Implications for the program are included. Explanations offered are reasonable for changes in data.

DEGREE/CERTIFICATE DATA

Review Team Response
No data provided.

STUDENT LEARNING OUTCOMES
Students will be able to self-advocate and act independently in the pursuit of their educational and employment goals.
Discuss how the number, type, depth, and breadth of the courses support program SLO's.
(Please see attached file: DPS Courses Program and Course Level SLOs) DPS courses (522A, 575, 651 and 657) support program level SLOs number 2 and 4 self-advocacy and academic and vocational goals for the students and demonstrate skills that will assist in their academic, personal, and professional development. These courses complement each other and build on the skills learned in one to be practiced in another. DPS 505 (soon to undergo major modifications) supports program level SLO number 1, and DPS 530 (under curriculum review) supports program level SLO number 3.

Discuss how courses in the program articulate with or complement each other.
The DPS courses (522A, 575, 651 and 657) complement each other. These courses focus on training in basic employment skills, entry-level job training, on-site work skills enhancement, basic academic skills and appropriate work skill proficiencies for students with disabilities. The other courses in DPS are stand alone courses aimed at assisting students with understanding their disability and using accommodations and/or technology for college success.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The DPS courses are stand alone courses developed for specialized populations and do not interact with other courses on campus.

How and when has your department assessed Program SLO's and how have you responded to the results?
The FTE Faculty member from the LDC met with the coordinator during fall flex 2010 to review and revise all DPS course SLOs. During two additional meetings in the fall semester the revised SLOs were incorporated into the curriculum modifications/revisions and forwarded to the curriculum office. The SLOs were evaluated during the spring term and the faculty analyzed the results. The faculty determined the results did not reflect the expected outcome and met with the coordinator to develop a different method of evaluation with plans to review one course SLO during the spring. The coordinator also met twice with the adjunct faculty from the Diversified Industries program on the 2010-2011 academic year to review course level SLOs, train in the methods of evaluation (pre post, imbedded), and choose the SLO for review. Additional training was provided in February 2012 and a specific SLO was selected and timeline for evaluation established for Spring 2012.

What program or course changes have been made based on the result of the assessed outcome?
All SLOs for the DPS courses underwent a full review and modification in the 2010-2011 academic year. The new/updated SLOs are currently in use. The early results from the SLOs completed in spring 2011 indicate there is a need for for a change in the assessment methods (a pre-post survey) for the students involved. The Faculty is currently working with the coordinator to develop a different assessment tool. Additional SLO evaluations are currently in progress.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency: SLOs and authentic assessment are in place for the
programs SLOs. Results of assessment are being used for improvement. There is widespread dialogue in the program about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Comprehensive SLO reports exist and are completed on a regular basis.

**Discuss how your services help maintain a high level of student satisfaction.**
The DPS department underwent a transformation in the 2010-2011 academic year. The Department was relocated to Campus Center East and redesigned as a student success center. With the retirement of the FTE counselors at the end of the June 2010, the new counseling faculty (one FTE and four adjuncts) brought full service counseling to the department. Students are now able to receive all services within the department previously available only in the Counseling Department (SSA). The DPS department continues to provide supportive services to students with disabilities. Included in these services are full service counseling (began in the 2010-11 academic year), disability related accommodations (including test accommodations, interpreting services for the deaf/hard of hearing, note taking accommodations and class room assistance), and high-tech computer and adaptive equipment.

**Discuss how you evaluate your effectiveness in meeting students' needs.**
Student self-reporting, student satisfaction surveys, advisory committee recommendations and review of service related data are used to determine needed services and to improve student success and satisfaction.

**How and when has your service reviewed or revised SLOs and/or AUO? s.**
DPS faculty has reviewed all the course level SLOs in the 2010-11 academic year. The department SLOs and AUOs were last assessed with student satisfaction surveys in 2008. During spring 2012, the department reviewed the previous SLOs and AUOs and revised and established new ones. These revised SLOs and AUOs were forwarded to one of the SLO chairs for content and were subsequently approved. The Department will develop a separate evaluation (verses a campus wide satisfaction survey) to be provided to students in the fall 2012.

**How has your program utilized SLO/AUO assessment results for program improvement?**
As stated previously, the DPS department completed a full transformation in the 2010-11 academic year. With this transformation, new services and program goals were developed. New/revised SLOs were developed and will be evaluated in the fall 2012 semester with results to be discussed in the PSR update next year.

**Review Team Response**
All questions are answered adequately.

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPS 505 Assessment of Learning Abilities and Limitations - Active</td>
<td>09/25/2002</td>
</tr>
<tr>
<td>DPS 522AB Basic Skills for Job Readiness - Active</td>
<td>02/25/2004</td>
</tr>
<tr>
<td>DPS 575 Problem Solving for Job Readiness - Active</td>
<td>04/07/2004</td>
</tr>
<tr>
<td>DPS 530 Basic Computer Skills for Students with Disabilities - Active</td>
<td>02/25/2004</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All courses except for DPS 530 were reviewed and modified by the DPS Faculty and submitted to the Curriculum Committee in the 2010-2011 academic year. These courses were in the queue for final review and approval, however at a meeting on 2/13/12, the department was requested to complete additional modifications to the courses. DPS 505 has since been removed from the schedule and a new course development or deactivation has been requested. DPS 530 was reviewed and underwent a major revision this academic year and is in the beginning stages of review by the Curriculum Committee.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Commettees
Other

Briefly explain:
All DPS courses are designed to provide specific skill development for students with disabilities. Included in these courses (which are offered at specific training centers: Learning Development Center and Diversified Industries) is training in basic employment skills, entry-level job training, on-site work skills enhancement, basic academic skills and appropriate work skill proficiencies. Courses offered at the Rancho Campus assist students in learning about their specific disability and the services and accommodations available to enhance their academic success in the classroom. Included in these courses are understanding learning styles and appropriate use of technology (including voice activated programs and screen readers, screen enlarger/CCTV for visually impaired, memory training and basic academic enhancement programs). DPS meets with an advisory committee twice a year to determine additional student and community needs. Outside agency representatives also meet with the department to discuss additional services or programs for their clients.

Review Team Response
If updates are pending for all outdated courses, then this is satisfactory.
How does your program improve, expand, or support student learning? How do you know?
The Disabilities Programs and Services Department provides counseling and supportive services to assist students with appropriate accommodations for student success based on their medical, psychological or learning assessments. The counselors complete student intakes; recommend appropriate course placements and suggested course load; evaluate previously completed courses; review requirements for degrees and certificates; discuss realistic goal setting and student educational planning; and provide orientations to college services, programs, and policies. The department services include, but are not limited to, Alt-Media and high-tech/adaptive computer services, adaptive equipment loans, test proctoring, mobility services, interpreters for the deaf/hard of hearing, and Job Coaching and Placement for LCD students. All of these services are provided to support access, and promote success for students with disabilities. These services are evaluated through the use of satisfaction surveys, SLOs and AUOs, item database verification and reporting databases (SARS Grid).

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Data and Records Clerk (1 FTE): input of data elements for Chancellors Office (funding), runs student transcripts, compiles daily student files with appropriate DPS intake or update paperwork, contacts outside agencies/offices to obtain confidential student information or follow-up for department files. Alt-Media Specialist (Currently .475) trains students on the use of adaptive equipment; oversees the high tech center; provides assessment tests; completes orders for recorded text books from publishers; completes adaptive materials for students including large print format, Braille, computerized recording of text books not available from publishers; oversees equipment loans for the semester. Administrative Assistant II (1.0): Coordinates office activities; completes training and overseeing of student worker; assists in budget preparation, reporting and reconciliation; Completes and maintains contracts/labor requisitions and schedules for independent contractors (Interpreters for the Deaf), adjunct faculty and student workers; and completes all department paperwork. Instructional Assistant II front desk (1.0): Answer phones; schedule student appointments; answer student questions; provide office documents to students; refer students to other Student Support areas; maintains all test taking facilitation (tracking of forms and exams, scheduling all proctoring). Workability Generalist (.475): completes pre-intakes for new/potential students; conducts orientations of the LDC facility; provides registration assistance; completes purchase orders for facility; oversees the workability contract training; coordinates daily operations of LDC; and tracks and reports student progress. Instructional Assistant III/Job Coaches (2 positions .475 each) One to one and small group on-site vocational coaching; assists instructor with hands on job skills training; supervise off site student training; completes follow up with employers; and track on-the-job student work progress. Job Developers (LDC 2 positions .475 each) work with students to obtain job skills to meet Department of Rehabilitation eligibility; develop job leads in the community; facilitate placement of students in employment opportunities; facilitate interviews with students and potential employers; complete follow up with employers post interview and placement; and network with community agencies and organizations. Apprentices (2 short term hourly): Provide supportive services to students including course selection; complete forms; act as a liaison with outside agencies; completed contacts and assisted in the development of the Disabilities Awareness Fair; complete assessments, new student groups and orientation/counseling sessions at local high schools; and complete supervised student intakes and counseling
sessions. The program is reviewed by Student Satisfaction Surveys, SLOs and review of database information. The Department reviews its effectiveness via satisfaction surveys, data completion, reports to outside agencies (Department of Rehabilitation), Advisory Committee meetings, and information sharing with other departments.

**Review Team Response**
Vary thorough response.

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

These services provide students with disabilities access to learning through: High-tech/adaptive device assessment testing to provide appropriate placement in English, reading and math classes; Specialized High School Assessment, New Student Information sessions and College Orientations; Test accommodations permitting students an extended time to compensate for disability limitations in standard testing situations; and Adaptive Equipment access/loan for students to use both in and outside of class to enhance access and success.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Computer Assessment testing</td>
<td>Accuplacer placement tests provided to new students with use of adaptive computer.</td>
<td>70 28 127</td>
<td>AUO</td>
</tr>
<tr>
<td>High School New Student Information Groups</td>
<td>DPS New Student Orientation provided at local high schools</td>
<td>0 147 229</td>
<td>AUO</td>
</tr>
<tr>
<td>High School New Student Orientation (DPS)</td>
<td>DPS program specific counseling provided at local high schools.</td>
<td>25 167 193</td>
<td>AUO</td>
</tr>
<tr>
<td>DPS equipment loans</td>
<td>Adaptive equipment loan to students for in/out of class use to assist with academic success</td>
<td>190 197 308</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>High School New Student Assessment (DPS)</td>
<td>Specialized Assessment provided on site at local high schools</td>
<td>90 147 211</td>
<td>AUO</td>
</tr>
<tr>
<td>DPS Test Accommodations</td>
<td>Proctoring and quiet room testing services for students with disabilities</td>
<td>1103 1230 1197</td>
<td>AUO</td>
</tr>
</tbody>
</table>
Additional information:

Review Team Response
Explanation of student access is well supported.

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized 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 his/her 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 on black, or different color text for visual processing). Interpreters provide Deaf/Hearing Impaired students real time interpreting in classroom, lab, and counseling sessions.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Educational Plans</td>
<td>Completion of Student Educational Plans to provide a roadmap for future program completion</td>
<td>15 08-09 56 09-10 60 10-11</td>
<td>AUO</td>
</tr>
<tr>
<td>Learning Disabilities Assessment</td>
<td>Complete assessment of cognitive learning ability to determine eligibility for Learning Disability services.</td>
<td>0 0 104 09-10 0 10-11</td>
<td>AUO</td>
</tr>
<tr>
<td>Interpreters for the Deaf</td>
<td>District paid interpreting hours for students with a hearing disability.</td>
<td>1808 09-10 1782 10-11</td>
<td>AUO</td>
</tr>
<tr>
<td>DPS Counseling Appointments</td>
<td>Students gain knowledge of DPS services and accommodations, course selection, and certificate, degree and transfer requirements.</td>
<td>2746 08-09 2993 09-10 3215 10-11</td>
<td>AUO</td>
</tr>
<tr>
<td>Alt-Media</td>
<td>Provides students access to text books, course materials and tests in an alternative media including Braille, audio books, enlarged print and reverse imaging</td>
<td>180</td>
<td>210</td>
</tr>
<tr>
<td>High Tech Center Student Participation</td>
<td>Student who use the High Tech Computer Center's accommodations to complete coursework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Tech Center Student Hours</td>
<td>Number of hours students use the high tech computer lab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk-in/same day appointments</td>
<td>Same day quick counseling services to completed quick question information, form completion, and inter-department referral.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Additional information:**
Walk-in counseling services were initiated in the 2010-2011 academic year. Learning Disability Assessments were previously blended into two of the previous FTE Counselors jobs and not counted separately. High Tech computer lab numbers were previously included in other department numbers. Effective spring 2011 these numbers were collected with a different system and are now available under the DPS department. Interpreting hours were not available for 2008-09.

**Review Team Response**
Support for students and student learning is well explained.

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

Chaffey has job training/retention programs located at two training facilities: Learning Development Center (LDC) and Diversified Industries (DI). These programs (offered as DPS courses) promote appropriate work behavior, basic job training and job retention. In conjunction with a Workability Grant from the Department of Rehabilitation to support Job Club the LDC program equates success with appropriate job placements and case closures. DI promotes job training and retention for severely disabled students in a sheltered work environment. DPS also presents workshop to both faculty and students. These workshops include topics including disability related issues, specialize training for individuals who work with disabled students, and faculty information sessions.
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Referrals</td>
<td>Students who are referred to LDC for job club and job placement.</td>
<td>55 45 47</td>
<td>AUO</td>
</tr>
<tr>
<td>DPS workshops</td>
<td>Presentation of workshops for both students and faculty in disability related issues.</td>
<td>1 4 8</td>
<td>AUO</td>
</tr>
<tr>
<td>LDC Job Placements</td>
<td>Students placed in competitive employment</td>
<td>21 18 20</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>LDC Student intake and course placement</td>
<td>Students who are referred to LDC complete screening and intake for work training and employment skills development</td>
<td>112 98 99</td>
<td>SLO</td>
</tr>
<tr>
<td>Job retention and training (DI program)</td>
<td>Assists with intensive training for severely disabled students in a sheltered employment program.</td>
<td>135 135 135</td>
<td>SLO</td>
</tr>
<tr>
<td>Successful 90 day case closures</td>
<td>Students who are successfully placed in employment and meet the Department of Rehabilitation guidelines for successful case closure.</td>
<td>16 10 22</td>
<td>SLO</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
Response is limited to "specialized services", which is reasonable considering the mission of the department.

VISIONARY IMPROVEMENT PLAN(VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.
Year Three Goal:
The DPS department will develop a high school transition program for graduating high school students with disabilities. The program will be designed to increase the students' knowledge of available services and accommodations, develop coping skills for transition to college, and enhance their potential for academic success.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Activity 1) The DPS counselors and apprentices will review the current High School Outreach (Early Assessment Program) and SLOs evaluation results to determine additional components to blend into a summer transition program. Activity 2) The counselors and apprentices will meet with other student support programs for recommendations for workshops or program development. Activity 3) The DPS counselors and apprentices will develop specialized workshops directed to developing college coping skills, student success skills, and familiarization with Chaffey Programs, services and DPS accommodations. Activity 4) The DPS counselors will create a Parent workshop to assist in transitioning their student to college.

The DPS department will meet to discuss the needs of graduating high school students with disabilities (transition issues and concerns) in order to prepare a list of workshop topics. Preliminary workshops will be created, previewed in department meetings and then scheduled to be offered in summer 2013. Student and parent satisfaction surveys will be developed in conjunction with Institutional Research. The department will review all activities and complete a summary report and summer transition program manual.

Year 2 Steps to Success (activities) and VIP Assessment:
Activity 1) A pilot program for 100 students and their parents will be offered in summer 2013. Activity 2) Student and parent satisfaction surveys will be provided to each participant in the pilot program. Activity 3) Project faculty and staff will meet to discuss any program concerns, improvements and success areas in order to prepare for revisions to the program.

The DPS department will review the results of the surveys and department meetings to determine any additional revisions and modifications to the summer transition program for full activation in summer 2014.

Year Three Goal:
The DPS department will meet with faculty campus wide to determine supportive needs of the faculty in understanding various disabilities and working with disabled students. The department will create a series of ongoing workshops and programs to familiarize faculty with the DPS program, use of high-tech devices, knowledge of the academic accommodations prescribed by the department specialists and contact/support for student discipline issues.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Activity 1) The DPS department will develop a survey to determine the needs of the faculty in understanding and working with students with disabilities. Activity 2) Upon review of the survey, the department will meet with department faculty to determine the first series of workshops, programs, or department meetings agendas. Activity 3) A support network will be developed to assist faculty with specific student issues. Activity 4) Surveys will be provided at the end of each workshop to determine effectiveness of the program.

The faculty and staff in the department will meet to review the results of the first year workshop surveys and department meetings in order to modify existing workshops and create new programs. Department contacts and minutes will be documented for end of the year DPS department reports.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Activity 1) Revisions to existing workshops/programs will be completed and presented to faculty. Activity 2) New workshops and programs will be developed. Activity 3) A satisfaction survey will be presented to faculty who have participated in the workshops to determine the effectiveness of services, workshops and programs developed. Activity 4) Final modification of the program will be completed and an annual calendar of events will be developed and sent to faculty.

The faculty and staff in the department will meet to review the results of the second year workshop surveys and department meetings in order to finalize existing workshops and programs. Department contacts and minutes will be documented for end of the year DPS department reports and an annual calendar of events will be included in the final report.

**Year Three Goal:**
The DPS department will implement a two-track Smart Math Success program for students with disabilities to: 1) determine potential for success and appropriate placement in basic skills math for low scoring students; 2) to determine recommendations for: a) transitioning students to higher level mathematics course; b) referral for math substitution/waiver for students who are completing an AA/AS degree; and c) directing students to appropriate outside community programs; 3) to increase student retention and success in degree applicable math classes. Please see attached document "Math Department endorsement letter".

**To which planning direction does this goal apply?**
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
Path One Supplemental Math Activity: 1) The department will identify students (with assistance from IR) who receive substandard test scores less than 35 on the Accuplacer test to determine feasibility for participation in specialized Math Success Center series of workshops to increase understanding of basic math concepts. Activity 2) The department will continue to work with the Math Success Center to assist with diagnostic testing to determine mathematical strength and weakness for participating students and establish a starting level for each student. Activity 3) Students will receive training with counselor approved accommodations to assist in the workshops. Activity 4) SLOs will be developed to be evaluated in the second year. Path Two Smart Technology Activity: 1) The department will complete a cooperative pilot program with specific Math instructors to use Livescribe Smart Pen/Assistive Technology in the classroom. Activity 2) Instructors/Note takers (or students) will receive training on the use of the Smart Pen. Activity 3) The DPS department will assign note-takers/students to assist in designated classes to utilize the Smart Pen and pad to take notes which may be transferred to an adapted computer. Activity 4) The department will meet with the Math Instructors monthly to check for updates.

Path One: DPS will meet with the Math Success Center Staff to discuss referral process, workshop activities, and support technology for the pilot sessions. Students who participated will be reassessed to determine their readiness to participate in a
standard math course. A review of activities and suggestions for year 2 modifications/enhancements will be completed and reported to both Math and DPS. Path Two: DPS department and Math Instructors will meet to discuss class activities, and strategies for increased student participation. Satisfaction surveys will be developed for student and faculty use at the end of the pilot to determine satisfaction with the program, and modification/enhancements or program changes for year two.

Year 2 Steps to Success (activities) and VIP Assessment:
Path One Activity 1) DPS will identify additional students to participate and/or to continue in the workshops and begin tracking students in the pilot who advanced to basic credit classes for continuing success and additional needed services. Activity 2) Students who are not successful will be referred for possible math substitution/waiver if attempting a degree program, or to appropriate outside community program. Activity 3) Recommended DPS enhancements/services will be activated and follow-up meetings between departments will continue. Path Two Activity 1) Recommendations from the first year pilot will be enacted and additional Instructors will be recruited and trained in the use of the Smart Pen. Activity 2) Additional classes will be added to the pilot and recommended enhancements for the DPS high tech center will be enacted. Activity 3) An additional satisfaction survey will be given to staff and students to determine the effectiveness of the program.
Path One: Results from student reassessment and participation will be reviewed. Students who transitioned to credit courses will be tracked in additional math courses for success. DPS Counseling faculty will provide follow-up services to students who are referred for waiver or outside community services. SLO evaluation will be reviewed by the DPS Department with the Math Department for additional revisions to program. Path Two: The DPS and Math Departments will review the satisfaction surveys and student success in the courses. Recommendations will be reviewed for feasibility and program enhancement for full operation in fall 2014.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
VIP is well explained.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
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- Standard math course. A review of activities and suggestions for year 2 modifications/enhancements will be completed and reported to both Math and DPS. Path Two: DPS department and Math Instructors will meet to discuss class activities, and strategies for increased student participation. Satisfaction surveys will be developed for student and faculty use at the end of the pilot to determine satisfaction with the program, and modification/enhancements or program changes for year two.

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How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
These activities directly relate to student success included updated information for counselors to use when working with students, current issues and innovative programs for students with disabilities and information for faculty and students about understanding disabilities and support services. Flex activities assisted with development of ways to evaluate student SLOs.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
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<tbody>
<tr>
<td>Financial Aid Appeals Committee</td>
<td>Academic Probation/Dismissal</td>
<td>Course Substitution Committee</td>
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<tr>
<td>IT Committee</td>
<td></td>
<td>Distance Education</td>
</tr>
<tr>
<td>Transportation And Safety</td>
<td></td>
<td>DPS and 504 Advisory Committees</td>
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<tr>
<td>Educational Master Plan</td>
<td>Commencement Committee</td>
<td>Success Center Committee</td>
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<tr>
<td>Matriculation Oversight Committee</td>
<td>Student Activities and Student Government Faculty Advisory</td>
<td>CCFA</td>
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<td></td>
<td>Veterans Advisory Committee</td>
<td>Behavior Intervention Team</td>
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<td></td>
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<td>Senior Early Assessment Committee</td>
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</tbody>
</table>

How does your program benefit from your campus engagement?
DPS benefits from interaction with instructional faculty, obtaining and presenting various and unique points of view, and recognition of services and contributions completed by the faculty.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Disability Programs and Services</th>
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</thead>
<tbody>
<tr>
<td>0-5 years</td>
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<tr>
<td>0</td>
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</tbody>
</table>

Given the data how has your program been impacted?
Please note: DPS has 2 FTE positions who have 21 plus years of service (one FTE Instructor and one FTE Counselor) At the of the 2009-10 academic year, the three full-time DPS counselors (two of whom also completed Learning Disabilities assessments) retired. The Dean of Counseling and Matriculation transferred a full-time counselor (with DPS credentials and experience) from general counseling to fill one full-time position. The other two positions were filled by adjunct DPS counselors and an adjunct Learning Disability Specialist. During the past 18 months the department has experienced an influx of students due in part to extensive
outreach to local high schools and agencies. Current unduplicated student count shows an increase of over 200 (from 1280 to 1483) students in the program since 2008-09 year to the end of the 2010-11 academic year. Early unduplicated numbers for the summer/fall 2011 indicate over 100 additional students (1590 total students or a 24 percent increase since 2009) are currently participating in DPS services.

**Does your program anticipate retirements within the next 3 years?**
Yes, the FTE Counselor may retire in 2015.

**Review Team Response**
How professional development activities affect student success is well explained but no direct link to SLOs is discussed.

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
The Disability Programs and Services Department Learning Development Center has a three-year Workability Grant from the Department of Rehabilitation in the amount of $164,494 per year. This grant supports the following positions: 2 Job Coaches, 1 Job Developer and 1 Program Generalist. The DPS department receives categorical funding from the Chancellors' office. This funding was significantly reduced by 32 percent in the last 2 years resulting in a reduction in services to students including district paid notetakers, reduction in hours for the Alt-Media Specialist, and reduction in counseling (adjunct counselors) and instructional programs.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**
DPS Counselor

**Hiring Criteria:**

**Institutional Level Considerations**
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses).
Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service
State Mandated Student Services (e.g., Expansion of Career Counseling services to students, Job Placement)

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing
the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc. Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)

**Year 2:**
DPS Counselor

**Hiring Criteria:**

**Institutional Level Considerations**
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses) Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers) New and expanding student populations (e.g., Veteran’s, Early Alert) New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses). Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service State Mandated Student Services (e.g., Expansion of Career Counseling services to students, Job Placement)

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**Year 3:**

**Hiring Criteria:**

**STAFF**

**Year 1**
Alternate Media Technical Specialist (12 Month) Range 33 $5069-$5588; 2 Apprentices Level 4 (980 hours) $29,400.00;

**Year 2**

**Year 3**

**EQUIPMENT**

**Year 1**
Dell Optilex 790 $989.00; The Basic D Braille embosser is $3295, no tax, S/H $45

**Year 2**

**Year 3**
TECHNOLOGY

Year 1
Livescribe Smart Pen with data tablet (10)$1500.00

Year 2

Year 3

SOFTWARE

Year 1
Jaws Professional 13.0 District License $22,995.00 Software Maintenance (SMA) $4,599.00 and MAGic w/o speech 11.0, $4670.00 SMA $934.00 S/H $13.83; Duxbury Braille Translator $595 Tax $50.00 S/H $10.00

Year 2

Year 3

OTHER

Year 1

Year 2

Year 3

Review Team Response
"projected Needs" gives a general rationale but specific needs are not identified.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO's. The review contains clear, measurable goals and resource requests. This PSR is thorough and well documented. The writers are to be commended for job well done.