Instructional Program Review
American River College
2015 - 2016

Instructional Area: Student Support

Department: Student Support

Discipline: DSPS and LD Services

Submitted: Thursday, March 3, 2016

Mission Statement

Over the last six years, please describe how your program has supported the College's mission as shown above.

The mission of the Disabled Student Programs and Services Department is to serve the Greater Sacramento region to promote equal access to programs and facilities at American River College, thereby ensuring that students with disabilities experience the opportunity to participate fully in campus activities. The philosophy of DSPS is to encourage maximum independence and personal empowerment through a successful educational experience. This is accomplished by providing access and accommodations to students with disabilities in classroom settings, which include courses pertaining to career and technical education, general education, basic skills and transfer to four-year post-secondary education institutions.

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing **strenghts**, achieved and how did these outcomes improve student learning?

The previous Program Review for DSPS/LD occurred in 2008-09. Following were the strengths addressed:

•Communication between DSPS and LD is strong, well established, streamlined and open

•Committed to Student success

•Staff stays up-to-date through workshops and meetings, regular training and conferences

•Work closely with faculty on campus as liaison with students and presentations on program procedures and regulations

•Provide an efficient means of learning disabilities assessment and review of related documentation through the California Community Colleges Eligibility Model

The above outcomes led to a streamlined, cohesive, referral process between LD and DSPS. Due to the updated trainings on statewide regulations and policies, increased communication and knowledge, students are receiving resources and support through a seamless intradepartment process.

Were the previous program review outcomes, addressing **challenges**, achieved and how did these outcomes improve student learning?

Per previous Program Review, the challenges mentioned are as follows:

-Streamline MIS operations at the District level
-Continue to develop universal design components on campus to promote student success
-Continue to develop Alternate Media services to streamline student access to materials

The following recommendations were made:

-Maintain quality of HCD instruction with qualified instructors
-Evaluate HCD courses continually for effectives to enhance student success
-Ensure HCD courses are effective in meeting student needs
-Develop E-text capabilities with publisher and conduct instructor training

DSPS/LD addressed the challenges and recommendations, as below:

-DSPS/LD no longer has controlling influence over the HCD evaluation process, which is now under the
Counseling Department
-DSPS/LD maintains quality of HCD instruction through curriculum development with qualified instructors
-DSPS/LD has developed and implemented a standardized data collection system
-DSPS/LD utilized ongoing MIS training sessions at the District level for all staff to develop an
awareness and understanding of the data collection process. This has resulted in collaboration and
communication among staff to ensure accurate data collection.
-Each year, the college selects projects, which incorporate concepts of universal design into existing
and remodeled facilities. The campus ADA Transition Guide is used as a template for this effort.
-Assistive technology, including Supernova, JAWS, Zoom Text, and Kurzweil, is being installed on computer
labs campus-wide, to provide equal access
-Alternate Media services has expanded its hours of operation and staffing to meet increasing demands.
Educational materials are provided to students in various formats, which meet 508 compliance standards.

The above outcomes have increased accessibility of services for students in DSPS/LD.

Were the previous program review outcomes, addressing **SLOs**, achieved and how did these outcomes improve student
learning?

There was no data on SLOs in the previous Program Review in 2008-09.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.

Includes the following sections:

- Provide a brief narrative that describes the services provided.

  DSPS/LD at American River College provides a wide array of services for students with disabilities
  and the broader campus, including:
  -Counseling
  -Zero priority registration to eligible students
  -Note taking
  -Assistive technologies
  -Sign language interpreting
  -Real time captioning
  -Academic and disability Related Counseling
  -LD assessment
  -Test proctoring on the main campus and Natomas Satellite Center
  -Study strategies and coaching
  -Adaptive technologies training lab
  -Peer coaching
  -Informational workshops for faculty and staff on campus regarding DSPS/LD
  -Student Success and Strategies for Learning workshops
  -Curriculum development for HCD 382 and HCD 160
  -Alternate media production
  -Assistive Technology Lab
  -Outreach to feeder high schools and community agencies
  -In-class aides supporting Adaptive PE and other instructional courses
  -TABIS (Traumatic and Acquired Brain Injuries Support) Group
  -DSPS/LD Counseling at the Veterans Resource Center, Natomas Satellite Center

- Describe how the program specifically serves students, faculty and staff.

The goal of DSPS/LD is to serve students with documented disabilities in accessing the courses at American River College and achieving their full potential with the utilization of reasonable accommodations, approved by the DSPS Counselor. The services mentioned above support the students, faculty and staff at American River College. DSPS also has a web page, which contains the important information regarding the program.

DSPS counselors frequently serve as liaisons between the student and the instructor, while guiding the student to self-advocate, in preparation of life beyond American River College. DSPS staff and faculty are always available to answer questions and make recommendations on providing access and accommodations in the classroom setting.

- Program Utilization: How many students were served or used program?

  DSPS/LD Unduplicated Student Contacts:

  •2009-10: 3,182 Students

  •2010-11: 3,125 Students

  •2011-12: 2,984 students

  •2012-13: 2,739 Students

  •2013-14: 2,829 Students

  •2014-15: 2,872 Students

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

The following are the current SSOs for DSPS/LD:

•Strengthen support for entering students: Collect data from new student applications to ARC and reach out to students who have expressed interest in DSPS related services.

•Development of opportunities for students to successfully complete their educational goal: Reach out to DSPS students on Probation 1 or Probation 2 status, and schedule them to meet with their DSPS Counselors for a follow up for appropriate referrals and guidance.

The HCD courses offered as special classes support our students in study strategies, time management, curriculum planning, identifying goals, reaching out to support services within DSPS/LD as well as in other areas of the campus, and in the provision of early intervention for those who might be on/at-risk of probation or dismissal.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

Not applicable

Explain major additions, changes, or deletions to the program's curriculum over the last six years.

In 2009-10, the LD Coordinator revised the curriculum for HCD 380, Specific Learning Skills Assessment and HCD 382, Specific Learning Strategies. The DSPS Coordinator revised curriculum for HCD 384, Field Experience in Disabled Student Programs and Services, and HCD 386, Experiences in Disabled Student Programs and Services.

HCD 380, 384, 386 and 337 Volunteer Experience in health Careers) were deleted in 2012. HCD 160, Applied Life and Success Skills, was added in 2014.

Currently, DSPS/LD faculty are teaching HCD 382 and HCD 160, which are coded as Special Classes.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

- ☑ Lecture, in-class discussions, or activities
- ☑ Research-based assignments
- ☐ Research workshop(s), led by a librarian or other research specialist
- ☑ Online library research guide or instructional video tutorials
- ☐ Individual guidance from a librarian or the instructor
- ☑ Assigned readings or other course materials

Other

- ☐ Does not apply

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

HCD 382 and HCD 160

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

Not Applicable

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

Not Applicable

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.)

  ARC's DSPS/LD program serves students with documented disabilities. The goal of DSPS/LD is to promote equal access to programs and facilities at American River College, thereby ensuring that students with disabilities experience the opportunity to participate fully in campus activities.

The philosophy of DSPS is to encourage maximum independence and personal empowerment through a successful educational experience. It is our intent to assist and guide students, and give them the tools to help them succeed academically and vocationally during their time at ARC and beyond. DSPS/LD students work closely with counselors, where they have the opportunity to discuss their personal, academic and career goals and finalize them in the form of Educational Plans. With the services provided via DSPS/LD, our students have much better access to support services and have a sense of accountability towards the completion of these goals.

Per information and data received from the ARC Research Office, Student Success Rate is defined by the number of successful enrollments (official grade of A, B, C, Cr, or P) expressed as a percentage of the total enrollments.

The success rates of DSPS/LD students vs. All ARC students are as follows:

Student Success Rate:

Fall 2010
70.1% - DSPS/LD Students
72.7% - All ARC Students

Spring 2011
70.3% - DSPS/LD Students
73.3% - All ARC Students

Fall 2011
70.3% - DSPS/LD Students
74.0% - All ARC Students

Spring 2012
70.9% - DSPS/LD Students
74.1% - All ARC Students

Fall 2012
67.1% - DSPS/LD Students
70.4% - All ARC Students

Spring 2013
68.3% - DSPS/LD Students
70.1% - All ARC Students

Fall 2013
67.9% - DSPS/LD Students
70.7% - All ARC Students

Spring 2014
69.6% - DSPS Students
70.4% - All ARC Students

Fall 2014
67.0% - DSPS/LD Students
70.2% - All ARC Students

Spring 2015
68.4% - DSPS/LD Students
70.2% - All ARC Students

DSPS/LD also looked at the Fall to Spring persistence rates of DSPS/LD students vs. All ARC Students. Fall to Spring Persistence Rate is defined a the number (expressed as percentage) of First-Time Fall Freshmen students who received at least one official grade notation in the following Spring semester:

Fall to Spring Persistence Rate:

Fall 2010
77.7% - DSPS/LD Students
69.1% - All ARC Students

Fall 2011
78.1% - DSPS/LD Students
67.6% - All ARC Students

Fall 2012
75.9% - DSPS/LD Students
66.5% - All ARC Students

Fall 2013
78.0% - DSPS/LD Students
67.4% - All ARC Students

Fall 2014
79.4% - DSPS/LD Students
70.6% - All ARC Students

Below is the data for Student Mastery Rate, which is defined as the number of enrollments with an official grade of A or B expressed as a percentage of the total enrollments.

Mastery Rate:

Fall 2010
47.4% - DSPS/LD Students
50.9% - All ARC Students

Spring 2011
47.7% - DSPS/LD Students
49.2% - All ARC Students

Fall 2011
46.0% - DSPS/LD Students
51.9% - All ARC Students

Spring 2012
48.1% - DSPS/LD Students
50.5% - All ARC Students

Fall 2012
45.0% - DSPS/LD Students
50.1% - All ARC Students

Spring 2013
45.7% - DSPS/LD Students
49.4% - All ARC Students

Fall 2013
46.4% - DSPS/LD Students
51.1% - All ARC Students

Spring 2014
49.4% - DSPS/LD Students
50.3% - All ARC Students

Fall 2014
46.3% - DSPS/LD Students
50.0% - All ARC Students

Spring 2015
49.4% - DSPS/LD Students
50.1% - All ARC Students

Data for LD

For LD Students compared, to all ARC students, the success rate is defined by the number of successful enrollments (official grade of A, B, C, Cr, or P) expressed as a percentage of the total enrollments:

Student Success Rate:

Fall 2010
73.5% - LD Students
72.7% - All ARC Students

Spring 2011
74.4% - LD Students
73.3% - All ARC Students

Fall 2011
77.2% - LD Students
74.0% - All ARC Students

Spring 2012
76.0% - LD Students
74.1% - All ARC Students

Fall 2012
71.6% - LD Students
70.4% - All ARC Students

Spring 2013
67.8% - LD Students
70.1% - All ARC Students

Fall 2013
67.4% - LD Students
70.7% - All ARC Students

Spring 2014
75.5% - LD Students
70.4% - All ARC Students

Fall 2014
69.5% - LD Students
70.2% - All ARC Students

Spring 2015
73.9% - LD Students
70.2% - All ARC Students

For LD Students compared to all ARC students, the Fall to Spring Persistence Rate is defined as the number (expressed as percentage) of First-Time Fall Freshmen students who received at least one official grade notation in the following Spring semester:

Fall 2010
85.7% - LD Students
69.1% - All ARC Students

Fall 2011
100% - LD Students
67.6% - All ARC Students

Fall 2012
100% - LD Students

66.5% - All ARC Students

Fall 2013
90.0% - LD Students
67.4% - All ARC Students

Fall 2014
85.7% - LD Students
70.6% - All ARC Students

Below is the data for Student Mastery Rate for LD Students compared to all ARC students, which is defined as the number of enrollments with an official grade of A or B expressed as a percentage of the total enrollments.

Fall 2010
50.8% - LD Students
50.9% - All ARC Students

Spring 2011
49.4% - LD Students
49.2% - All ARC Students

Fall 2011
51.9% - LD Students
51.9% - All ARC Students

Spring 2012
52.8% - LD Students
50.5% - All ARC Students

Fall 2012
48.8% - LD Students
50.1% - All ARC Students

Spring 2013
45.7% - LD Students
49.9% - All ARC Students

Fall 2013
46.7% - LD Students
51.1% - All ARC Students

Spring 2014
55.6% - LD Students
50.3% - All ARC Students

Fall 2014
48.7% - LD Students
50.0% - All ARC Students

Spring 2015
56.9% - LD Students
50.1% - All ARC Students

- How effective are your current methods/procedures? What is working well, and how do you know? What needs improvement and why? Explain

  The current methods used by DSPS/LD are effective and in ensuring a Fall to Spring persistence rate of 1st time freshmen students at ARC.

  DSPS/LD will continue to strive to increase the Student Success rates as well as the Mastery Rates of students via:
  -Increased attention to iSEP completion
  -Ongoing Strategy workshops
  -Reaching out to DSPS/LD students on Probation 1 or 2 to provide assistance as early as possible.

- From the above answers, what did you learn? What changes do you want to make to improve your service?

  From the above data, we notice that DSPS students are fairly close to the entire ARC student population in terms of achievement, completion and persistence. Currently, we communicate with our students via, phone, e-mail and in person.

  Moving forward, we would like to increase our contact with the students so that they are utilizing and benefiting from the services provided through the program. We are also planning to streamline the processes to provide services to students in DSPS/LD programs.

SLO Assessment

How does your program routinely utilize its student learning outcomes results for program planning/improvements? Explain

DSPS has identified the following two SSO's in order to increase access and support for students with disabilities through the program.

•Strengthen support for entering students: Collect data from new student applications to ARC and reach out to students who have expressed interest in DSPS related services.

•Development of opportunities for students to successfully complete their educational goal: Reach out to DSPS students on Probation 1 or Probation 2 status, and schedule them to meet with their DSPS Counselors for a follow up for appropriate referrals and guidance.

In what ways have your program improvements impacted student learning? How do you do know?

Program improvements have impacted student learning in the following ways:

•ARC students are aware of DSPS and LD services based on the outreach activities. DSPS/LD has reached out to students who expressed interest in the program via "cccapply" for the application to the college.

•The DSPS/LD website is updated and more informative, which provides a much better connection between students with disabilities, staff and faculty and DSPS/LD.

•DSPS/LD offers Learning Strategies Workshops and Study Sessions throughout the semester

•DSPS/LD reached out to students on Probation I and II and connected them with counselors for support and completion

•DSPS/LD is contacting students with abbreviated iSEP's (Educational Plans) and scheduling them to meet with their counselors to complete Comprehensive iSEP's, to facilitate a stronger pathway to the students' goal completion

•DSPS/LD continues to streamline Learning Disabilities procedures, resulting in more student referrals for the LD Assessment process and completion.

•DSPS/LD Coordinators present workshops to ARC faculty, staff, students and the community in regards to

services offered through the program.

From the above answers, what did you learn? What is working well, and how do you know? What needs improvements and why?

From the above answers, it is evident that DSPS/LD needs to continue to reach out to the students and the rest of the ARC campus community in order to provide better service and bring program awareness to ensure student success.

In terms of improvements, DSPS/LD is working towards the provision of Universal Design on the ARC campus. This includes the provision of assistive technology and ADA stations in labs campus-wide.

List, as a set of outcomes, the discipline's plans for continuous quality improvement for student learning outcomes.

Access - To implement a campus-wide Universal Design plan which addresses barriers to student success and focuses on Student Services and Instructional collaboration to meet this requirement.

Outreach - Ensure ARC students and members of the community are aware of services offered through the Disabled Student Programs & Services office and Learning Disability Program, and how academic services & accommodations may impact educational outcomes. Collect data from new student applications to ARC and reach out to students who have expressed interest in DSPS related services.

Students on Probation - Development of opportunities for students to successfully complete their educational goal: Reach out to DSPS/LD students on Probation 1 or Probation 2 status, and schedule them to meet with their DSPS Counselor for a follow up for appropriate guidance and referrals.

Distance Education

For every course offered in both Distance Ed and face-to-face formats:

Describe any online or Distance Ed service your program offers?

DSPS does not offer any courses via Distance Education. However, our program provides accommodations and services to students with disabilities who are enrolled in online courses at American River College. Currently students are able to connect with counselors via phone appointments and e-mail. For future needs, DSPS/LD are planning to set up an improved process to support distance education courses.

How effective are your current methods/procedures? What is working well, and how do you know? What needs improvement and why? Explain

Not applicable

In hindsight, did you learn that there were data needs (new and/or improved) which could have better assisted you with this report?

Not applicable

Please describe what your data needs would be for your next program review cycle and you plan to obtain the data

Not applicable

Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Findings

Based on the analyses and reflections conducted during the program review precess, answer the following questions:

- ***What other major developments and accomplishments occurred over the last six years?***

  -In response to inadequate staffing, the Learning Disabilities Program created a more efficient process for student referrals to the program, as well as an internal mechanism to move students through the Eligibility Model from Intake to Results Review. This assisted with the lack of adequate staffing due to retirement positions not being replaced, budget cuts, and staff taking permanent positions elsewhere.

  -Through in-house Learning Disabilities assessment and review of K-12 IEP's (Individualized Education Plans) and Psychoeducational Evaluations, students are provided with documentation of disability and afforded access to services and accommodations necessary for successful academic completion.

  -In Fall 2015, out of 1269 total DSPS/LD students, 158 were Qualified Learning Disabled, which accounts for 9.6% of the population. This is a 1.5% increase from 8.1% Qualified in Spring 2015.

  -Creation of Learning Disabilities Screening Form for Front Desk

  -Merging of Alternative Media into the DSPS/LD Department.

  -Development of study strategies sessions and workshops.

  -Hiring of additional adjunct DSPS counselors to maintain program personnel costs and provide service.

  In addition to the above, below

  Total number of Proctored Testing appointments attended:
  Fall 2009 1410
  Spring 2010 1337
  Fall 2010 1537
  Spring 2011 1473
  Fall 2011 1449
  Spring 2012 1678
  Fall 2012 1268
  Spring 2013 1405
  Fall 2013 1262
  Spring 2014 1314
  Fall 2014 1447
  Spring 2015 1145

  Total number of counseling appointments/drop-ins attended:
  Fall 2009 2704
  Spring 2010 2984
  Fall 2010 3171
  Spring 2011 3216
  Fall 2011 2979
  Spring 2012 3053
  Fall 2012 2835
  Spring 2013 2921
  Fall 2013 2481
  Spring 2014 3207
  Fall 2014 3111
  Spring 2015 3175

Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

- DSPS/LD Counseling at the Veterans Resource Center, Natomas Satellite Center
- Zero priority registration to eligible students
- Note taking
- Assistive technologies
- Sign language interpreting & Real time captioning
- LD assessment
- Test proctoring on the main campus and Natomas Satellite Center
- Study strategies and coaching
- Adaptive Technologies Training Lab
- Peer coaching
- Informational workshops for faculty and staff on campus regarding DSPS/LD
- Student Success and Strategies for Learning Workshops
- Curriculum development for HCD 382 and HCD 160
- Alternate media production
- Outreach to feeder high schools and community agencies
- In-Class Aides supporting Adaptive PE and other instructional courses
- TABIS (Traumatic and Acquired Brain Injuries Support) Group

1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

Outreach - Ensure ARC students and members of the community are aware of services offered through the Disabled Student Programs & Services office and Learning Disability Program, and how academic services & accommodations may impact educational outcomes. Collect data from new student applications to ARC and reach out to students who have expressed interest in DSPS related services.

Students on Probation - Development of opportunities for students to successfully complete their educational goal: Reach out to DSPS/LD students on Probation 1 or Probation 2 status, and schedule them to meet with their DSPS Counselor for a follow up for appropriate guidance and referrals.

2A. What are the challenges of the program?

Some areas and issues that need to be addressed by the college and the program staff, are:

- The Learning Disabilities program continues to recover and maintain status quo, despite deficiencies in staffing. The lack of adequate staffing impedes the ability to provide a needed service for student success.

- Some program-specific facilities are underutilized, most noticeably the Assistive/Adaptive Lab.

- Need of a concerted effort to inform the rest of the college about the DSP&S and LD programs.

- In spite of the large amount of data collected by the program, there has been little relevant analysis of that data for use in understanding the relationship between college and program operating decisions and program enrollment.

- There is minimal staff training for DSPS classified staff.

- Desk manuals or written procedures need to be updated or are non-existent.

2B. List, as a set of recommendations, your plans for addressing these challenges.

Access - To implement a campus-wide Universal Design plan which addresses barriers to student success and focuses on Student Services and Instructional collaboration to meet this requirement.

Psych Services - To pursue options, including campus funding which would allow for the provision of psychological assessment and referral services for all students. An overarching position to support both Student Services/Instruction and Students, Faculty and Staff in crisis.