

Student Services Program Review Report

Sierra College, 2016-17

Department/Program Name: Disabled Students Programs and Services (DSPS)

Date Submitted: February 13, 2017

Submitted By: Scott Bramlett

Ideally, the writing of Program Review Report should be a collaborative process incorporating full time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible concerning the present and future of the program to assess and recommend the resources needed to keep the program viable and robust.

1) Relevancy: This section assesses the program's significance to the students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your area and/or program. If applicable, also explain how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations

Disabled Student Programs and Services (DSPS) consists of three (3) main components: 1) Disabled Student Services (DSS) which provides counseling services and accommodations; 2) Learning Opportunity Center (LOC) which provides accommodations for students with learning disabilities (LD), assessment for LD, and conducts two classes; and 3) Assistive Computer Technology (ACT) which provides instructional material in accessible format and other alternative media (AM) services as appropriate to students with disabilities. DSPS is a federally mandated categorical program that facilitates federally mandated equal access to Sierra College's classes and programs for students with verified disabilities. Access to the college's curriculum is fostered by the provision of disability specific educational accommodations to allow students with disabilities to compete on a "level playing field" with non-disabled students.

The primary mission of DSPS is to promote student success among student with disabilities by the provision of disability specific counseling and academic accommodations which aligns quite well with the recently passed Student Success Act. To this end DSPS faculty tailors academic accommodations to each individual disabled student's functional limitations which allows each student with a disability the greatest potential for success in their classes. In addition, DSPS has begun to offer various student success workshops specifically targeting students with disabilities. DSPS also engages in specific outreach to area feeder high schools and state agencies presenting to perspective students what DSPS services are available and how to access these services.

Since Sierra College receives federal and state funds, the district is required to comply with all applicable state and federal laws and regulations like the Americans with Disabilities Act (ADA) of 1990, Section 504 of the rehabilitation Act of 1973, Section 508 regarding access to alternative media, the Lanterman Act of 1976, and various sections of the California Educational Code referred to in Title 5 regulations. DSPS is charged with implementing these legal mandates on the Sierra College campus.

1b) How does your program fit within the district mission statement as quoted below?

“Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and lifelong learning. The College’s programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged

The mission of Disabled Students Program and Services (DSPS) aligns with district’s mission statement by facilitating access to the district’s curriculum and programs for students with diverse disabilities by the provision of appropriate academic accommodations. Students with disabilities are held to the same academic standards as their non-disabled counterparts. As such, students with disabilities are able to enjoy the same benefits and rewards of a college education by being fully integrated into the college community.

and contributing members of the community.”

1c) With which specific Strategic Goals does the program align (include only the most relevant)? Please include an analysis of program goals and outcomes in your description, as appropriate.

The Strategic Master Planning Taskforce determined that increasing the number of strategic goals to 6, but eliminating the numerous strategies best reflects the intention of the district. The Strategic Master Plan for 2015-2018 set forth the following district goals:

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Goal 4: Meet and exceed external standards through an outcomes based framework for continuous quality improvement.

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

In relation to new strategic goals for the district, DSPS most closely aligns with Goals 1, 2, 3, and 4.

universities may or may not accept an Individual Education Plan or 504 Plan from high school to document the existence of a disability. Lastly, tutoring was rated the fifth most useful support service because it addresses specific areas of weakness for students with disabilities.

As a result of the 2012 DSPTS student survey, it was determined to 1) continue surveying DSPTS students with a revised survey, 2) improve coordination with assistive technology, 3) begin planning for a new Personal Development (PD) course from a DSPTS perspective, and 4) provide more workshops aimed at DSPTS students.

The data and self-assessment indicates there is strong evidence that the DSPTS program serves student needs through:

- 1) Assisting students with disabilities in accessing college resources
- 2) Assisting students with disabilities to persist and succeed
- 3) Assisting students with disabilities explore potential goals and develop a personalized Student Educational Plan (SEP)
- 4) Assisting students with disabilities in accessing community resources
- 5) Assisting students with disabilities with disability management issues when appropriate.

It was encouraging that 93% of students with disabilities rated DSPTS services easy to access, but 23% of DSPTS who responded to the 2012 survey indicated that program improvement was needed. DSPTS faculty and staff agree that improvement is needed. Specific plans for program improvement and recommendations to the district will be outlined in detail in Section 4 of this report.

As a result of the 2012 DSPTS student survey, it was initially determined to 1) continue surveying DSPTS students with a revised survey, 2) improve coordination with assistive technology, 3) begin planning for a new Personal Development (PD) course from a DSPTS perspective, and 4) provide learning strategies workshops aimed at DSPTS students.

DSPTS took a number of steps as a result of this 2012 survey. After further consideration, it was determined that DSPTS wouldn't proceed with the development of a specialized PD course since it is better for DSPTS students to be integrated in courses with non-disabled students. In addition, procedures were refined to improve coordination with assistive technology and alternate media requests. DSPTS began offering learning strategies workshops on a variety of topics specifically aimed at improving the success of students with disabilities.

In summary, an updated needs assessment for DSPTS to be done to ensure DSPTS is meeting current student needs. A new DSPTS student needs survey is tentatively scheduled to be administrated in fall 2019.

1d) How does the program align with student needs? Please refer to student learning outcomes assessment and evaluation and other relevant data in your reply, including the alignment of program outcomes with ISLOs (Institutional Student Learning Outcomes).

DSPTS has developed a student needs survey which was administered to students with disabilities in spring 2012. Only limited DSPTS student data was received for the Roseville Gateway and Nevada County sites, and no DSPTS student data was received for the Tahoe Truckee site. Therefore, an updated and improved student needs and Student Learning Outcome (SLO) assessment was administered after student appointments and online in spring 2014 with the goal of obtaining more representative DSPTS student data district wide.

1e) Optional Additional Data: Comment on any other relevance to the district goals, mission, values, etc., that your program provides that is not incorporated in the prompts above. Consider, for example, contributions to diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples rather than merely anecdotal narrative.

DSPS had a new allocation funding formula approved on July 1, 2016. In addition, major revisions to Title 5 Implementation Guidelines for DSPS were approved by the California Community College Board of Governors in fall 2015. A California Community College Chancellor's Office memo dated July 22, 2016 stated the following regarding these changes to DSPS:

“The new DSPS formula addresses several key areas of needed improvement related to equity, simplicity, workload reduction, budget management, cash flow, and proper alignment with the California Code of Regulations, title 5. Specifically, the formula incorporates a Coordinator Funding Guarantee, a weighted/decile ranked College Effort component, a new split of the state funding with 80 percent based on Weighted Student Count and 20 percent based on College Effort, a guarantee that no college will receive less than 90 percent of their previous year's allocation, new disability categories and/or new category titles, and new weights for each disability category. The formula will be based on data from two years prior to the funding year and will exclude secondary disabilities.”

As mentioned above, there were changes to disability categories, category names, and funding weights assigned to each disability category. The new disability categories with their corresponding funding weights are shown in Table 1 below. Previously, DSPS students under the “Other” category comprised approximately 50% our DSPS headcount; therefore, meaningful analysis by disability was impossible. In addition, disability groups of some size were buried in the “Other” category like students with Learning Disabilities, ADHD/ADD, and Autism/Asperger's. Under the new formula, these disabilities have their own stand-alone categories, while students with speech/language disabilities are included in the “Other” disability category. Developmental delayed learners are now referred to as students with an intellectual disability (ID), and students with psychological disabilities are categorized as mental health disabilities. The new funding weights are intended to represent a more realistic depiction of workload considerations.

Analysis;

In summary, once the implementation schedule for the new allocation funding formula is completed, it will hopefully lead to higher quality MIS data for DSPS. It. By the next program review cycle, DSPS should be able to analyze student success and retention by disability category as well as other items of interest.

New Disability Categories and Weights

Deaf/Hard of Hearing	23.70
Autism	3.8
Learning Disability	3.5
Vision	2.9
Acquired Brain Injury	2.6
Other (including Speech)	2.6
Mental Health (Psych)	2.6
Intellectual Disabilities (Delayed Developmental Learner)	2.0
Mobility	2.0
ADHD	1.0

Table 1

2) Currency

2a) Student Learning Outcomes Assessment: Considering the information provided, comment on the program's progress in assessment of SLOs, analysis of the results, and improvements/changes made to the program.

DSPS identified the following program SLOs as of December 2013:

1. DSPS students will be able to identify their educational goal.
2. DSPS students will be able to choose appropriate classes to meet their educational goal.
3. DSPS students will be able to identify factors that impede and/or promote their academic progress and formulate strategies to achieve educational, career, and life goals.
4. DSPS students will demonstrate self-advocacy through the utilization of educational accommodations/support services.
5. DSPS students will demonstrate comparable retention, persistence, and success in line with the district.

DSPS deployed a student survey to assess program SLOs beginning in fall 2015. This survey could be completed on campus or online through the student's MySierra account. One hundred and thirty-one DSPS students completed the survey. According to the survey results:

- 95.0% of DSPS students indicated they knew their program of study or educational goal (SLO #1).
- 92.6% of DSPS had a Student Educational Plan (SEP) and knew what classes to take to reach their educational goal (SLO #2).
- 96.3% of DSPS students understood their academic challenges or limitations, and 87.6% of DSPS students had strategies to enhance their success (SLO #3).
- 88.9% of DSPS students indicated they knew how to access support services/accommodations, and on average DSPS students used at least three (3) different support services/accommodations (SLO #4).
- As will be demonstrated by data in Section 3 of this report, overall retention and success for DSPS students was generally 2% and 3% lower respectively than their non-DSPS counterparts (Figures 1 and 2), however, persistence for DSPS students ranged from 3.9% to 5.3% higher than non-DSPS students (SLO #5), (Figure 3).

According to survey comments there is an insufficient number of disabled parking spaces, and some spaces had accessibility issues. There is also a feeling that there was too much paperwork to be completed by DSPS students. In addition, DSPS students want more DSPS counselors.

Per the previous SLO assessment, DSPS students wanted better access to information about DSPS; therefore, DSPS staff developed a Student Handbook to DSPS to be posted on the Sierra College website. Due to external factors, the student handbook for DSPS has not been posted as of 11/26/16. In addition, DSPS has implemented text reminders for student appointments.

For the next program review cycle, DSPS will be assessing Student Services Area Outcomes (SSAOs) which better represent Student Services rather than Student Learning Outcomes (SLOs) which are geared more toward Instruction. The following SSAOs will be assessed:

SSAO 1: Provide excellent customer service to all audiences through all modalities.

SSAO 2: Establish, maintain and communicate clear, effective processes for accessing services.

SSAO 3: Observe all applicable internal and external standards of practice, rules, regulation and policies.

SSAO 4: Identify and maintain comprehensive array of student services and information that meet student needs, address barriers and support student success.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

DSPS plans to implement the following cycle for the assessment of SSAOs and SLOs:

Summer 2017: Relocate LD Specialists, Alternate Media (AM), Assistive Computer Technology (ACT) services to Winstead Center.

Fall 2017: Hire full-time, permanent, faculty Coordinator for DSPS.

Spring 2018: Assess effectiveness of AM and ACT.

Fall 2018: Assess effectiveness of transition days.

Spring 2019: Assess SLOs for PCRP 601A and PCRP 601B.

Fall 2019: Deploy DSPS student needs survey.

2b) Professional Development: Describe how purposeful departmental activities serve to improve teaching, learning and scholarship. Please be sure to specifically include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program's self-assessment and planning?

To maintain currency in the field, DSPS staff participates in the following professional development activities:

- Attend California Association of Post-secondary Education and Disability (CAPED) conferences
- Attend Chancellor's Office LD Eligibility Training updates
- Attend Region 2 DSPS meetings
- Participate in New Faculty Academy
- Attend flex workshops
- Attend Division meetings
- Participate in ongoing in-service trainings offered by the Division
- Regularly review professional journals like Disability Compliance in Higher Education and Rehabilitation Counseling Bulletins
- Contribute regularly to the California Community College Chancellor's Office (CCCCO) professional list serves
- Participate in advisory committees for the High-Tech Center Training Unit (HTCTU) and the Alternate Text Production Center (ATPC)
- Liaison with the California Department of Rehabilitation (DOR) and the CCCCCO.
- Participate in AEBG: Adult Education Block Grant (formerly AB 86) meetings and Adults with Disabilities Workgroup.

2c) Optional Additional Data: Enter additional data or other information here that you believe to be an indicator of your program's effectiveness and explain why.

Since DSPS staff keep up-to-date with the trends in the field of disability services, our staff can implement best practices to serve our students better to assist them in being successful in reaching their individual goals. The professional development activities listed above has a significant impact on our self-assessment and program planning which will be discussed in detail in Section 4 of this report.

DSPS staff participate in the following activities:

- Contribute regularly to the California Community College Chancellor's Office (CCCCO) professional list serves
- Promote diversity on campus by integrating students with disabilities into the campus community
- Hosting DSPTS Region 2 meeting
- DSPTS has conducted numerous events to reach out to others. These include Transition Days for feeder high schools, flex activities for faculty, mentoring LD Specialists in training, and providing information for faculty to help support students with disabilities.
- DSPTS staff also liaison with faculty and staff on campus to help students with disabilities succeed in their courses and participate in campus events, adding to the diversity on campus by integrating students with disabilities.
- Faculty in DSPTS teach Per. Dev. 1 – College Success, Per. Dev. 8 – Introduction to College, PRCP 601A/B – Visual Perceptual Skills, LRDS 610 – Learning Disabilities Orientation, and they conduct various student success workshops as well as financial aid workshops.
- Work with instructional faculty to facilitate the application for DSPTS accommodations.

The activities listed above demonstrate how faculty and staff in DSPTS serve as a resource for management, faculty, and classified staff district wide to promote understanding and success of students with disabilities. DSPTS staff also shares their expertise as needed regarding the appropriateness of academic accommodations for students with disabilities and how instructional faculty can create an environment to foster the success of students with disabilities in on-ground and online courses.

3) Effectiveness

This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success - Describe how the program contributes to overall student retention and success. Describe any changes you have made that improved the effectiveness of the program as well as any barriers you have encountered to making changes. Include any relevant data, including the SLO data described above, you have used in assessing, evaluating, and improving your program. If you see a need to improve the data trends, outline a plan that will achieve the changes you are seeking, including the results of your outcomes assessment, as appropriate.

We define persistence, retention, and success as follows:

- Persistence – Refers to a student continuing to being enrolled from one term to another.
- Retention – Refers to a student staying in a course and not withdrawing from it.
- Success – Refers to a student completing a course with a minimum of a 'C' grade.

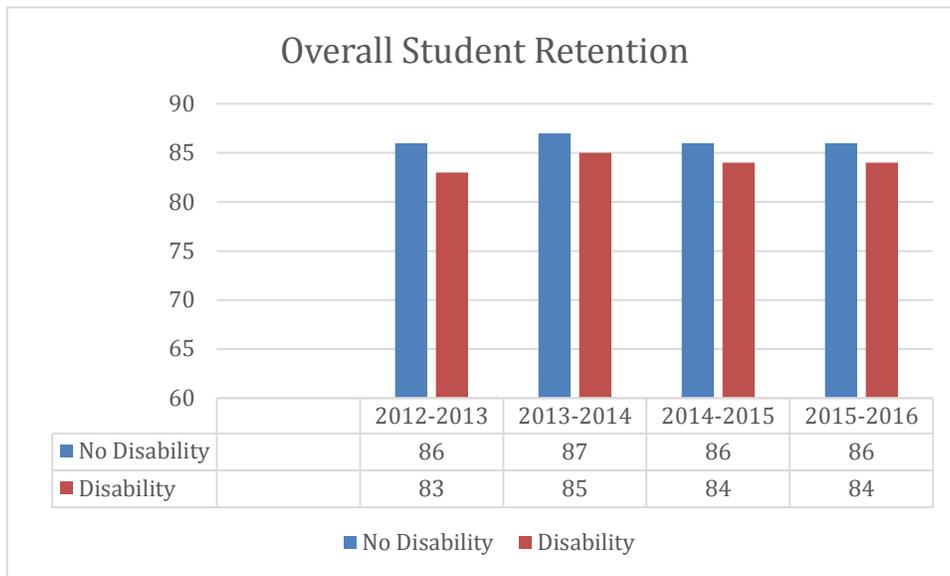


Figure 1

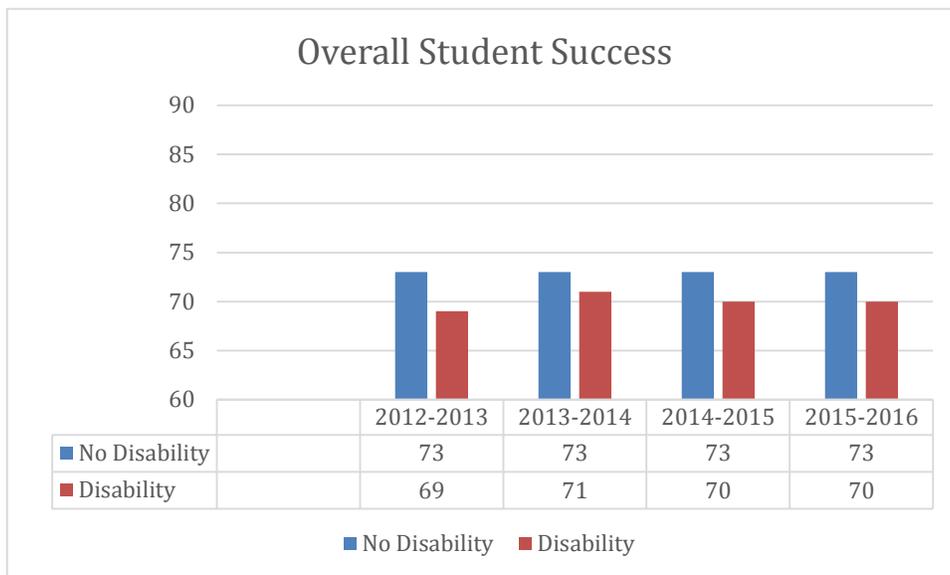


Figure 2

Analysis:

There are some interesting observations regarding retention and success. Overall retention and success for DSPTS students was generally comparable at 2% and 3% lower respectively than their non-DSPTS counterparts (Figures 1 and 2). Retention rates for non-DSPTS was either 86% - 87% over the previous four academic years (2012/13 to 2015/16) as compared to 83% - 85% for DSPTS students for the same period. In addition, the overall success for non-DSPTS students over the last four academic years remained constant at 73%, while the success rates for DSPTS students ranged from 69% - 71% for the previous four academic years. It is interesting to note, however, that students, DSPTS and non-DSPTS, demonstrated above average retention and success for the summer semester for the most part regardless of division for the last four academic years (Tables 2 and 3).

Summer Success Rates by Division for Non-DSPS Students

Overall success rate is 73%	Summer	Summer	Summer	Summer
	2012	2013	2014	2015
Division				
Business and Technology (BT)	83	88	82	80
Kinesiology and Athletics (KA)	81	85	81	82
Liberal Arts (LA)	78	81	79	80
Library and Learning Resources Center (LLRC)	72	80	80	70
Science and Mathematics (SM)	74	74	75	73
Student Services (SS)	90	79	77	83

Table 2

Summer Success Rates by Division for DSPS Students

Overall success rate is 70%	Summer	Summer	Summer	Summer
	2012	2013	2014	2015
Division				
Business and Technology (BT)	79	79	72	77
Kinesiology and Athletics (KA)	81	87	83	82
Liberal Arts (LA)	77	76	75	74
Library and Learning Resources Center (LLRC)	100	75	75	100
Science and Mathematics (SM)	67	64	75	72
Student Services (SS)	100	88	87	91

Table 3

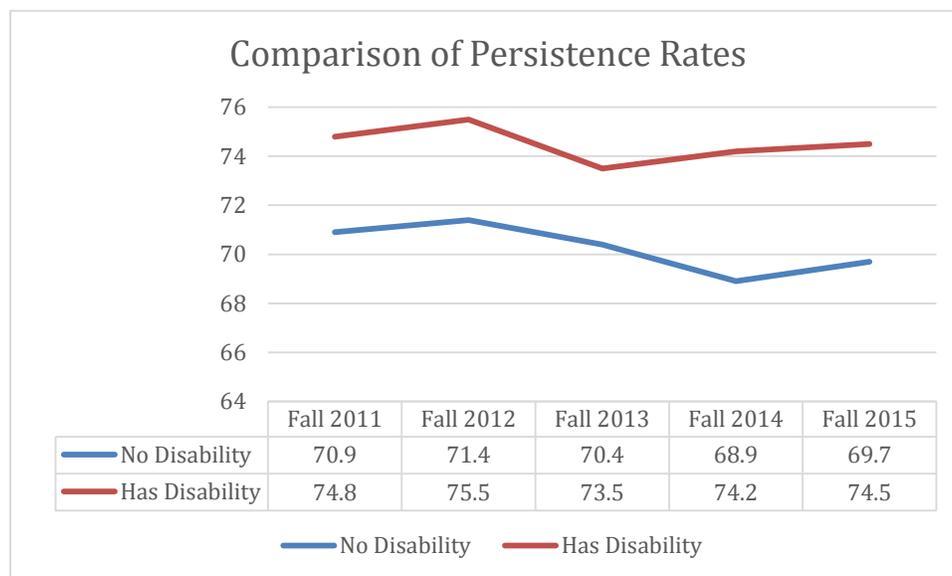


Figure 3

Business And Technology – Success Rates				
	2012-2013	2013-2014	2014-2015	2015-2016
No Disability	77	78	77	77
Disability	69	73	69	69

Table 4

Science and Mathematics – Success Rates				
	2012-2013	2013-2014	2014-2015	2015-2016
No Disability	68	68	68	68
Disability	60	63	64	63

Table 5

Analysis:

Success for DSPS students as compared to non-DSPS students was mixed among the various divisions. For example, in KA, LLRC, and SS divisions, success for DSPS was consistently higher relative to non-DSPS student, while the reverse was true the BT, LA, and SM divisions. Even though the discrepancy in success rates was highest in the BT division at between 5% - 8% (Table 4), it was encouraging to see that there was an improvement in success rates for DSPS students in the SM division, while success rates for the division as a whole remained static at 68% (Table 5).

Overall retention rates for non-DSPS was either 86% - 87% over the previous four academic years (2012/13 to 2015/16) as compared to 83% - 85% for DSPS students for the same period. In addition, the overall success for non-DSPS students over the last four academic years remained constant at 73%. The success rates for DSPS students ranged from 69% - 71% for the previous four academic years (Figures 1 and 2). It is interesting to note, however, that students, DSPS and non-DSPS, demonstrated above average retention and success for the summer semester consistently regardless of division for the last four academic years (Tables 2 and 3).

There may also be a different educational focus in general for DSPS versus non-DSPS students. Over the last five academic years, DSPS students demonstrated higher persistence rates ranging from 3.9% to 5.3% than non-DSPS students (Figure 3). In addition, DSPS students' completion of 30+ units ranges from 53.5% to 56.6% as compared to only 36.9% to 44.9% for non-DSPS students. These two factors may contribute to the higher attainment rate of certificates and associate degrees for DSPS students (Figures 4 and 5). This may indicate that DSPS students focus on more short-term intermediate goals more than non-DSPS students.

Regarding completion rates in Math and English, DSPS students had a lower initial completion rate for Math D or higher and English 1A regardless of gender. However, when 1st and 2nd repeats are incorporated, DSPS show a higher rate on subsequent attempts in both Math D and higher and English 1A. Completion rates in these courses are equal and sometimes higher than non-DSPS students (Tables 6 and 7). Long-term completion rates of approximately 24% for Math D or higher and 27% for English 1A are still quite low. Hopefully, the SSSP, Equity, R4S Initiatives will have a significant positive impact on course completion across the various disciplines and areas of study.

Math D or Higher Completion Rates Including Repeats *

Row Labels	Comp. 1st Year	Comp. 2nd Year	Comp. 3rd Year+	No Completion
Female	17.89%	4.71%	0.86%	76.53%
Disability Reported	14.52%	6.68%	1.84%	76.96%
No Disability Reported	18.07%	4.61%	0.82%	76.51%
Male	18.93%	4.21%	0.80%	76.06%
Disability Reported	18.85%	5.94%	1.53%	73.68%
No Disability Reported	18.93%	4.11%	0.76%	76.19%
Grand Total	18.38%	4.48%	0.84%	76.31%

Table 6

English 1A Completion Rates Including Repeats *

Row Labels	Comp. 1st Year	Comp. 2nd Year	Comp. 3rd Year+	No Completion
Female	22.91%	3.98%	0.68%	72.43%
Disability Reported	20.87%	6.01%	1.50%	71.62%
No Disability Reported	23.02%	3.87%	0.64%	72.47%
Male	20.97%	3.69%	0.76%	74.58%
Disability Reported	16.98%	6.62%	0.85%	75.55%
No Disability Reported	21.20%	3.52%	0.75%	74.52%
Grand Total	22.00%	3.84%	0.72%	73.44%

Table 7

* Data covers entering students from fall 2013 to spring 2016.

Analysis:

In the area of program completion as evidenced by the attainment of certificates and AA/AS degrees combined with transfer to 4-year colleges or universities, DSPS students have consistently higher rates in earning AA/AS degrees and certificates (Figure 4 and 5), but DSPS students still have a lower transfer rate to 4-year colleges and universities than non-DSPS students. However, there has been a significant and steady decline in transfer rates for both non-DSPS and DSPS students over the last five academic years (Figure 6). Overall, the rates in all three categories for DSPS and non-DSPS students has been quite low. It is hoped that the new SSSP, Equity, and R4S Initiative will foster higher attainment of degrees and certificates as well as transfer rates for all students districtwide.

A lack of a definite direction or educational goal may also a role in program completion. According to Craig Kelly in the Sierra College Research and Planning Office, "Although students with a disability declare "Transfer" as an educational goal at a lower rate than their counterparts (48.3% vs. 56.1%), this rate is not disproportionately lower by the customary 80-120% rule for comparison. However, students with a disability do show a disproportionately higher rate of "Unknown" educational goal (20.9% vs. 15%)" compared to non-DSPS students. With the introduction of academic maps and a greater emphasis on career exploration, students will have a more definite direction to follow their passion which should positively impact goal completion rates for all Sierra College students.

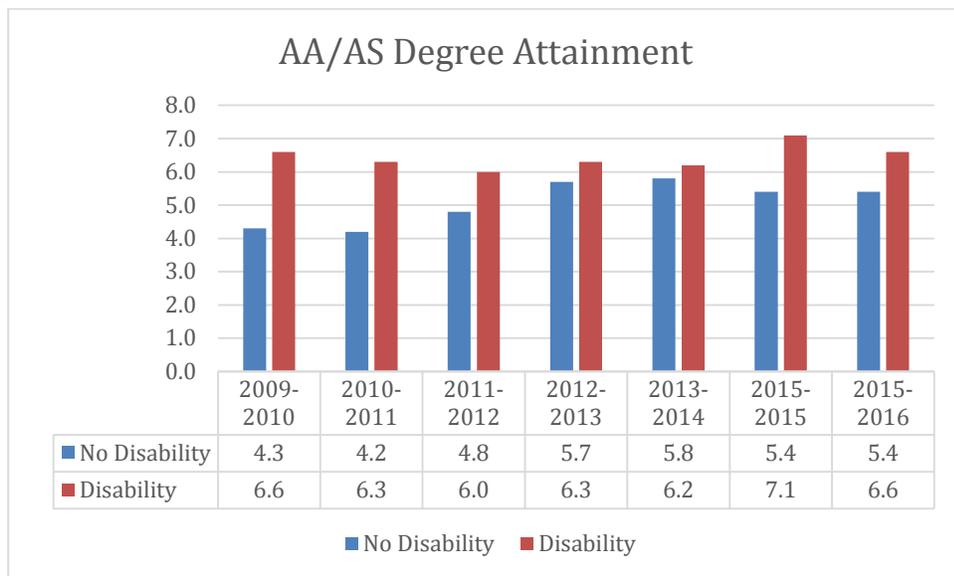


Figure 4



Figure 5

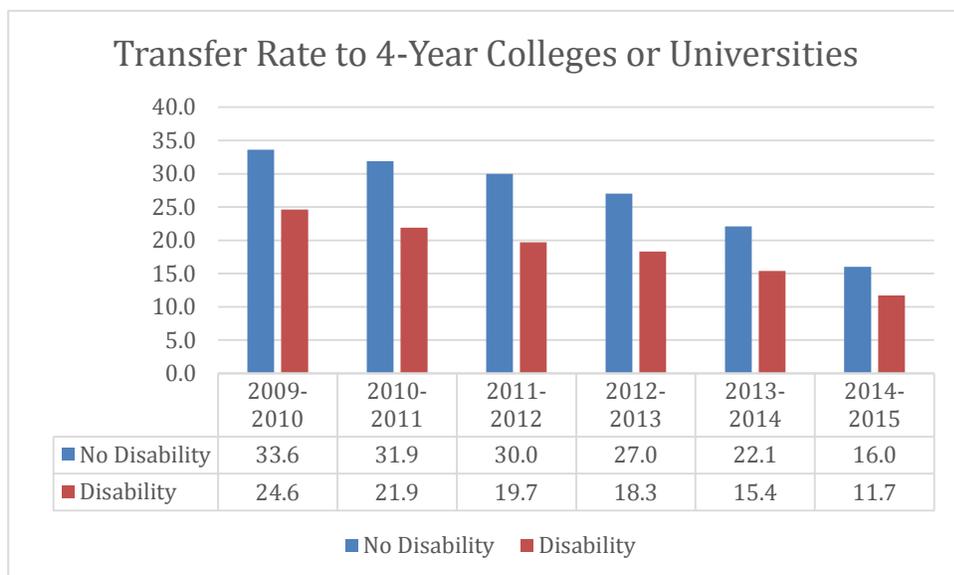


Figure 6

3b) Usage Trends - Identify and explain the usage trends in your program's data. Address separately the data for on ground, on-line, and usage at the various centers when applicable. Comment on the significance of these trends as well as the challenges experienced within the program. If you see a need to improve any trends, outline a plan that will achieve the changes you are seeking. Please explain your reason for this determination and describe how you will incorporate these assessments in your plans for improvement. If applicable, comment on both the past performance and the future direction of the program as a whole as well as on location and mode of delivery.

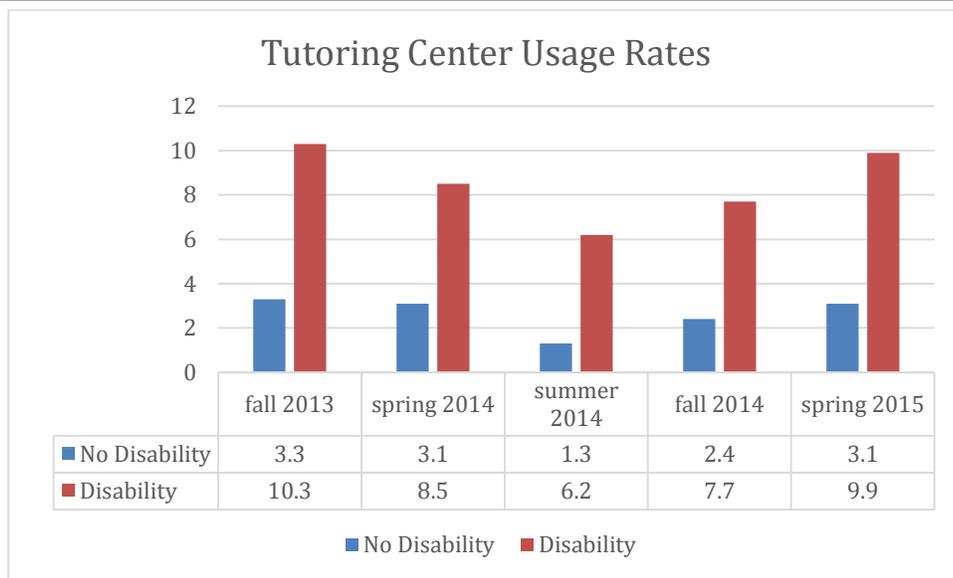


Figure 7

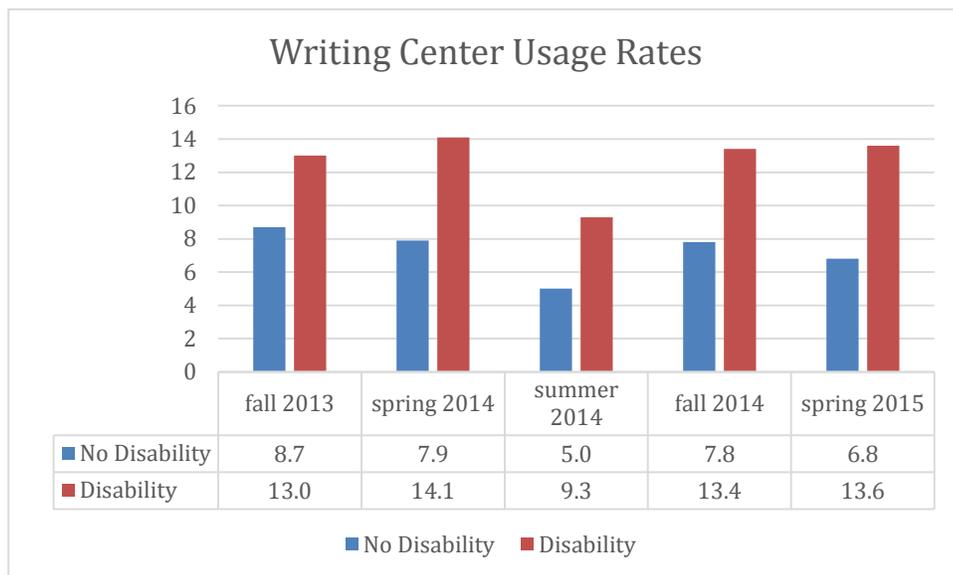


Figure 8

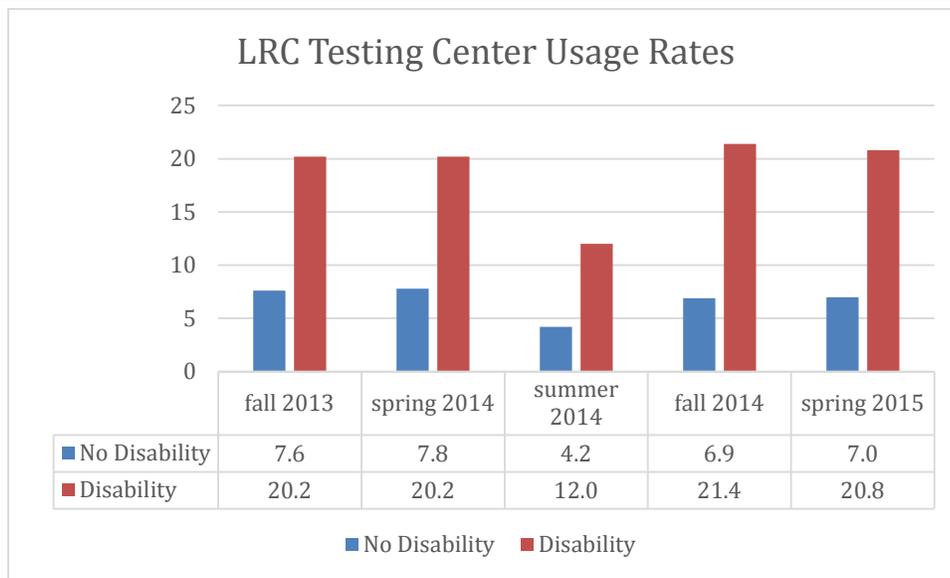


Figure 9

Analysis:

DSPS students tend to utilize available academic support services at a much higher rate than their non-DSPS counterparts (Figures 7-9). This trend might partial result from the case management approach used with DSPS students where a DSPS student usually works with the same DSPS counselor throughout their time at Sierra College. Despite overall higher usage rates for DSPS students, the Tutoring Center appears significantly underutilized by students in general which could be negatively affecting student retention and success rates.

The Science and Mathematics division use MyMath Lab for the majority of the math courses offered in the district. Unfortunately, this software is not compatible with traditional screen readers. Therefore, the majority of math courses offered by Sierra College are inaccessible to students who have a significant visual impairment. This situation adversely effects their opportunity to be successful in these courses. DSPS will continue to work with the district to resolve this issue.

Veterans with Disabilities who Participate in DSPS										
Semester	fall 2011	spring 2012	fall 2012	spring 2013	fall 2013	spring 2014	fall 2014	spring 2015	fall 2015	spring 2016
Number of Vets in DSPS	29	26	21	16	25	28	24	24	19	30
Percentage of DSPS vets to all DSPS Students	2.4	2.1	1.7	1.2	1.8	2.1	1.7	1.7	1.3	2.1

Table 8

Learning Strategies Workshop Attendance										
Semester	Fall	Spring	Sum.	Fall	Spring	Sum.	Fall	Spring	Sum.	Fall
	2013	2014	2014	2014	2015	2015	2015	2016	2016	2016
Name of Workshop										
Different Ways to Approach Your Studies					15					
Getting Organized and Managing Time					14		27	30	27	9
Memory Techniques	23	19	27	19	20	24	31	44		14
Note-Taking Techniques	18	16		18	15		44	34		17
Preparing for Finals					25		45	48		22
Procrastination	19	22	29	16		13			20	
Reading Comprehension	6	14		11	26		21	26		8
Study Skills							22	36		19
Taking Tests and Stress	27	21	27	80	26	20	33	42	36	23
Using Spatiaol and Graphic Organizers	14	25		24	11		29	29		19
Total Attendees	107	117	83	168	152	57	252	289	83	131

Table 9

Analysis:

In spring 2016 a full-time counselor was hired to work 50% DSPTS and 50% vets; this position was housed in the Veterans Center on the Rocklin campus. The rationale for this staffing decision was to reduce barriers for veterans who were eligible and could benefit from services offered by DSPTS. Typically, a significant number of combat veterans are diagnosed with Post-Traumatic Stress Disorder (PTSD) or traumatic brain injury (TBI) as a result of their military service. Either diagnosis would qualify the veteran for DSPTS services. However, the majority of veterans are reluctant to accept DSPTS services because that would constitute a sign of weakness which conflicts with their military training. In addition, there still remains the stigma of acknowledging the existence of a disability.

There has been an increase in spring 2016 of the number of veterans accepting DSPTS services; however, from a long-term perspective, the number of veterans in DSPTS has been essentially flat (Table 8). DSPTS needs to further refine its processes to see how DSPTS can facilitate to a greater degree getting their help to veterans who need it to be more successful in the college environment.

DSPTS offers various 1-hour learning strategies workshops to all students which compliments the student success workshops offered by the college. The learning strategy workshops are taught by a Learning Disability Specialist whose goal is to give students tools to utilize in their studies. The workshops on Memory Techniques, Test-Taking and Stress, and Preparing for Finals, and Procrastination have been the most popular (Table 9). DSPTS would like to videotape these workshops, and make them available on Canvas.

The total number of students being tested at Sierra College and being certified as eligible for services as an adult with a learning disability (LD) has been gradually declining (Table 10). In addition to those tested at Sierra College, some students transfer from other colleges and universities with appropriate documentation. There has been a gradual decline in the number of LD certified students since about 1990.

Analysis:

There could be a number of factors that have contributed to the gradual decline in the number of LD certified students. First, the number of full-time LD Specialists has been reduced from three to one. There are students on waiting lists every semester who are not assessed, including some who are receiving services for physical and other disabilities that do not preclude their having a learning disability. In addition, there are many students being served under the Other Health category as *Prior History of LD* (e.g., 296 students in fall 2013). If there were sufficient LD staffing, these students could be tested as an adult to qualify for services as LD as was done many years ago at Sierra College.

In the past four academic years (summer 2012 through spring 2016), 834 students applied to the Learning Opportunity Center for LD testing. Of those, only 39% (323) were tested and 53% (445) remained on a waiting list. The remaining 8% (66) were removed from the waiting list because the students decided not to be tested or they were not appropriate for LD testing.

It requires about nine hours to complete the assessment/testing process to determine if a student is eligible for services as an adult with a learning disability. Thus, the number of students who can be tested is directly related to the number of hours LD Specialists have available for testing.

With the new DSPS allocation formula with its revised disability categories, those students with a prior history of LD that were previously buried in the other health category will now be properly placed in the LD category which should significantly increase LD totals in future years. In addition, this reclassification of students with a prior history of LD will result in a higher DSPS allocation amount because the funding weight for LD is higher than the other category. There will also be further increases to the annual allocation for DSPS to other disability category changes. Taken in totality, the funding formula changes for DSPS should result in a higher annual allocation as well as more usable MIS data for future meaningful statistical analysis based upon disability category which was not possible in the past.

The Learning Opportunity Center (LOC), currently located in the LT building, is an essential component of DSPS at Sierra College. Despite a decrease in staffing, the LOC continues to have a high number of student contacts. LD students receive support and accommodations, e.g., test proctoring and updated Academic Accommodation Certifications. The LOC is a gateway for students to learn how to receive DSPS support, and students are frequently referred to campus resources. When possible, the LR Specialist updates the LD testing for those students who require it to continue to receive accommodations at a four-year college or university. The Visual Perceptual Skills courses, screening for ADD, and other services are offered. The LOC is a main point of contact with our feeder high schools and coordinates six Transition Days for our feeder high schools every semester. The LOC offers the learning strategies workshops. Lastly, DSPS cannot afford to lose the unique expertise of an LD Specialist.

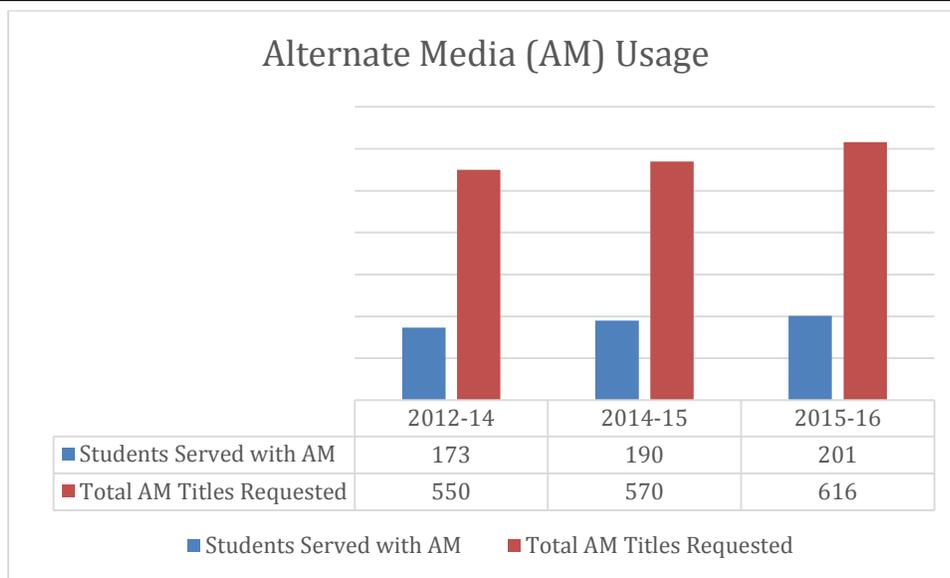
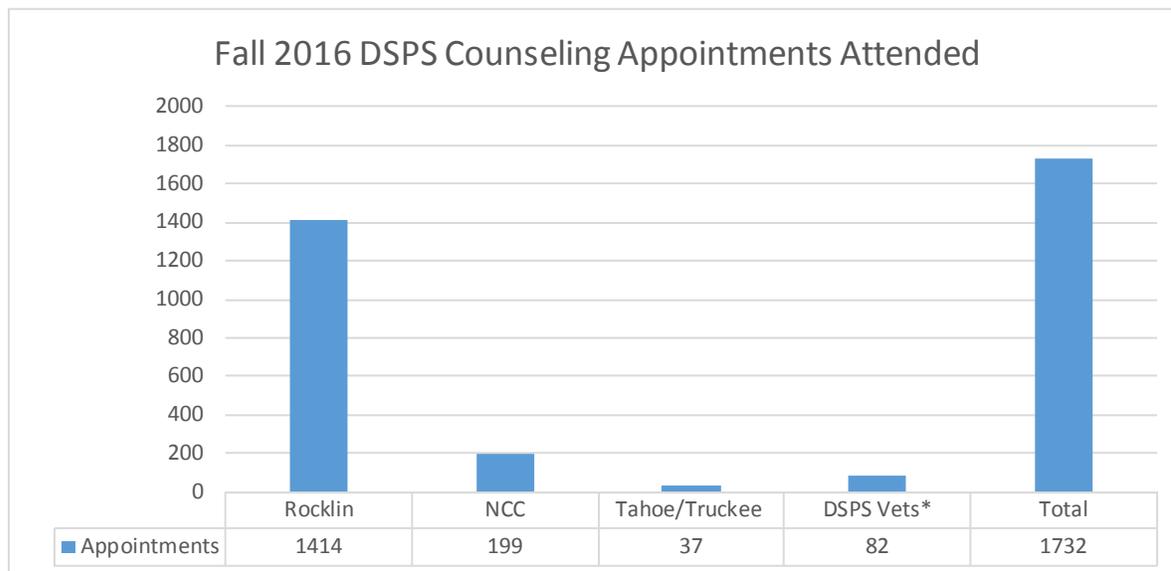


Figure 10



* DSPS students seen by DSPS Counselor housed in the Veterans Center on the Rocklin campus. These students may be veterans or non-veterans.

Figure 11

Analysis:

Alternate media (AM) refers getting textbooks and other course materials in auditory format, either MP3 or e-text. DSPS students can access their AM materials online through a Firefly account. DSPS will also order textbooks in audio format through Learning Ally. Approximately 10% of DSPS students use AM as one of their accommodations (Figure 10, Table 10). The number of DSPS students utilizing AM is increasing with the student requesting on average three auditory textbooks for the semester (Figure 10) Alternate media is geared for those DSPS students that are blind or who have a significant visual impairment as well as those students who are primarily auditory learners.

3c) Productivity – Using your own data, please track productivity changes for at least the past 3 years. Comment on the significance of the trends as well as the challenges experienced within the program. If you believe any statistical trends need improvement, please explain your reason for this determination and describe how you will incorporate these assessments into your plans for improvement.

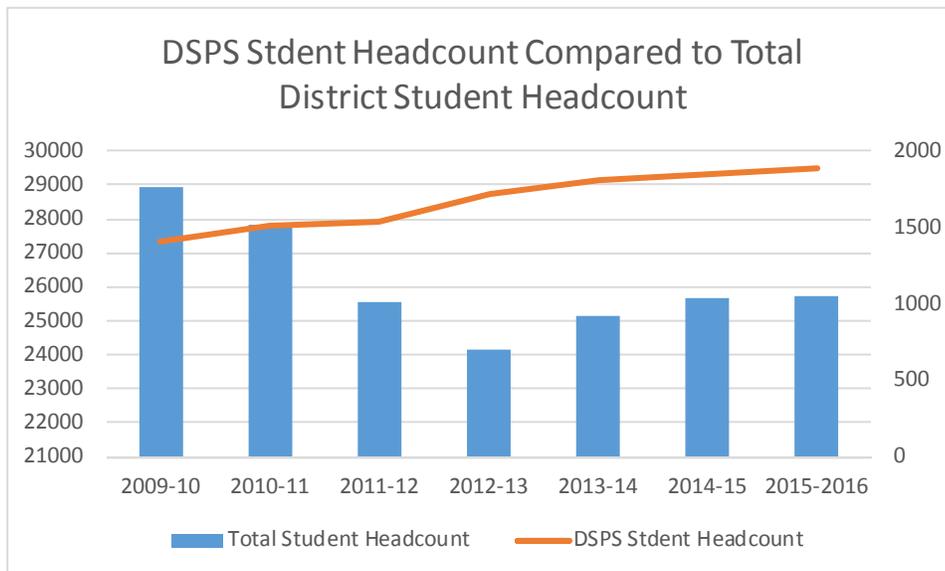


Figure 12

Disability Breakdown by Category					
Academic Year	2012/13	2013/14	2014/15	2015/16	
District Headcount	24,151	25,149	25,651	25,752	
DSPS Headcount	1,724	1,808	1,854	1,890	
Percentage of DSPS in District	7.1%	7.2%	7.2%	7.3%	
Disability Category					
Aquired Brain Injury	33	47	43	35	
Blind/Visually-Impaired	22	27	33	32	
Deaf/Hard of Hearing	46	47	49	57	
Intellectual Disability (DDL)	47	36	36	39	
Learning Disability	262	256	251	237	
Mental Health (formerly Psych)	254	291	304	329	
Mobility	172	162	150	148	
Other Health	859	897	947	971	
Speech/Language	39	45	41	42	

Table 10

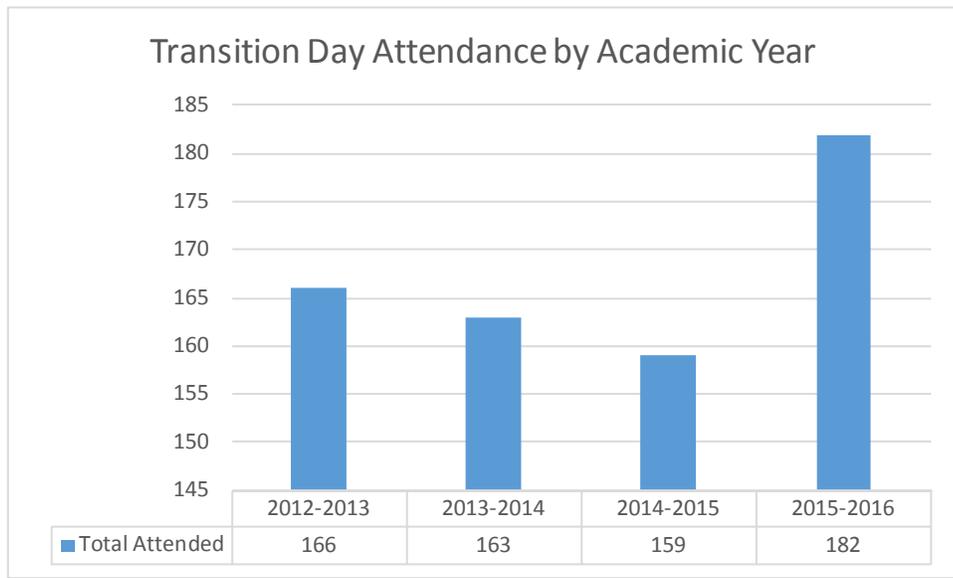


Figure 13

Analysis:

The number of students with disabilities served by DSPS has been steadily increasing over the last twenty-six years. DSPS students now comprise 7.3% of the district’s unduplicated headcount (Table 10). DSPS counselors provide academic, vocational, disability, and crisis counseling to DSPS students. DSPS counseling is a heavily used service (Figure 11). In the past, DSPS staff consisted of five (5) full-time faculty and four (4) full-time classified positions along with part-time faculty support during peak periods. According to 2015-2016 MIS data, DSPS currently serves 1,890 students with disabilities with two 2.5 full-time DSPS Counselors, one 1 full-time LD Specialist and 2.5 full-time classified staff. DSPS has had to rely on part-time counselors and part-time LD Specialists along with shared positions at the Nevada County and Tahoe/Truckee campuses and student workers to fill in the gaps as best as possible. Although DSPS productivity has increased because DSPS is serving more students with fewer staff, there is an increasing chronic strain on staff.

In past years, the number of DSPS students has continued to increase despite a period of declining enrollment for the district. Currently, DSPS headcount now mirrors overall district enrollment trends (Figure 10). In the future, it is anticipated that DSPS will continue to increase due to changes in Title 5 and the definition of disability in the revised Americans with Disabilities Act (ADA). In short, Title 5 and the ADA expanded the definition of disability and began moving away from a strict medical model that was previously used to define disability. This is an area of concern because DSPS staffing levels will need to be increased in order to adequately meet this future need.

DSPS conducts Transition Days each fall and spring semester as an outreach to students with disabilities at our 30 feeder high schools in our area. At present, DSPS conducts 6 Transition Days each fall and spring semester. There was a significant increase in attendance last academic year (Figure 11). It is expected that Transition Day total attendance will continue to rise because feeder high schools that previously didn’t participate are now wanting to schedule Transition Days for their students with disabilities. As a result, the number of Transition Days scheduled for each fall and spring semester will have to be increased to meet the higher demand from our feeder high schools.

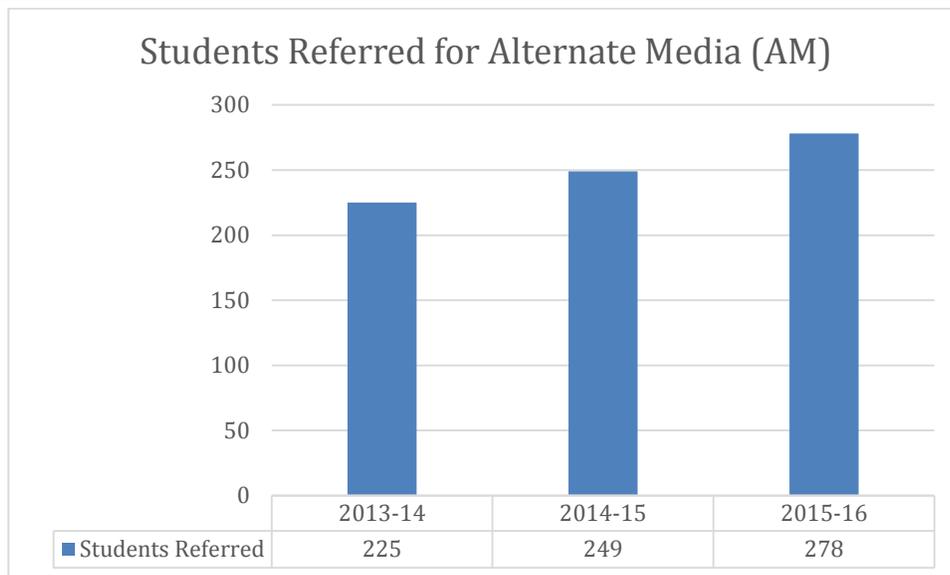


Figure 14

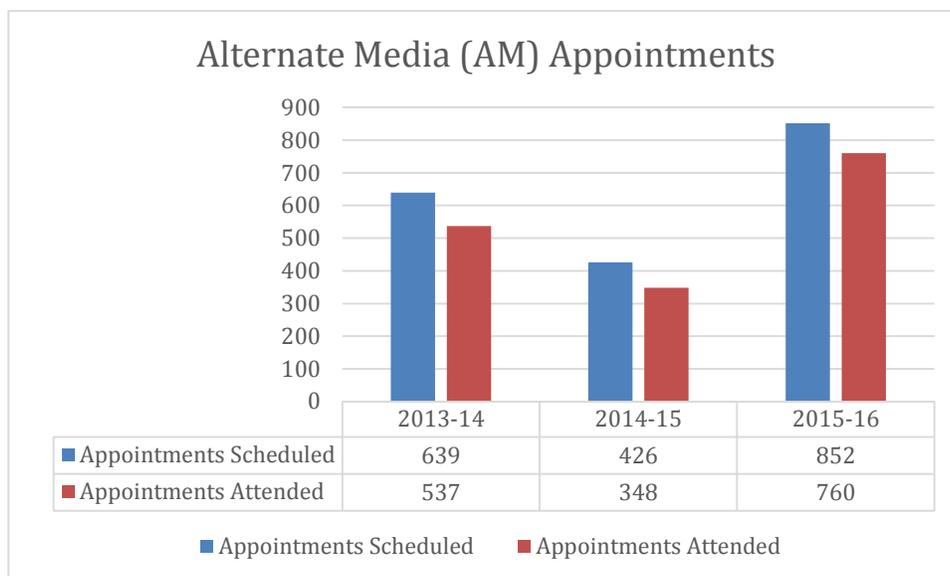


Figure 15

Assistive Computer Technology (ACT) Summary for fall 2015 and spring 2016				
Type of ACT	Echo Smart Pen	Inspiration	Kurzweil 3000	Totals
Number of Trainings	35	48	12	95
Appointments				79 *

Table 11

* ACT appointments range from 1 to 3 pieces of technology which is the reason for the higher number of trainings versus appointments.

Analysis:

Alternate media (AM) as well as assistive computer technology (ACT) for DSPS students are setup by an online referral initiated by a DSPS Counselor or LD Specialist to the two classified staff in DSPS that implement the AM or ACT accommodation for the student. The DSPS student needs to contact the specific classified staff member to complete the referral process. The percentage of DSPS students being referred for an AM accommodation has also been increasing (Figure 14).

Approximately, 81%-89% of DSPS students follow through to complete the referral process in order to receive the AM or ACT accommodation (Figure 15).

Due to the increasing workload for AM and ACT, these duties were split between two full-time classified staff beginning in fall 2015. The second full-time classified staff member began attending ACT trainings in spring 2015 and then started training students on Inspiration, the Echo Smartpen, and Kurzweil 3000 in fall 2015. Smartpen training sessions could have been higher, but inventory was depleted by mid-semester. The inventory was replenished. DSPS now has 21 Smartpens for spring 2017 (Table 11). DSPS is also exploring the implementation of audio note taker software.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and Outcomes assessment cycle and relevant assessments/evaluations, comment on how your program plans to maintain or increase its effectiveness and whether it has taken actions to do so.

Regarding e-PAR, DSPS has the five main goals:

1. Continue outreach and in-reach typically through Transition Days with feeder high schools and presentation of flex workshops to district staff.
2. Additional staff both faculty and classified positions requested through the e-PAR process to meet a growing population of DSPS students in the future.
3. Program improvement through revision of procedures and policies. For example, digital files through OnBase has now been fully implemented in DSPS at all program sites.
4. Providing resources and support to DSPS students and college staff through appropriate academic, vocational, and personal counseling as well as provision of necessary accommodations to students. In addition, the online DSPS Handbook for Students has been completed. It should be posted to the Sierra College website soon. Once the student handbook has been uploaded to the Sierra College website, DSPS will begin work on a DSPS Handbook for Faculty and Staff.
5. Continual assessment program needs using surveys and performance data through e-PAR and the tri-annual program review process. The next DSPS student needs survey is scheduled to be deployed in fall 2019.

3e) Optional Additional Data: Enter additional data or other information here that you believe to be an indicator of your program's effectiveness and explain why.

Enter data here...

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of the program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant outcomes assessment data noted above.

One of the two full-term classified support personnel in DSS located in the Windstead Center just retired as of 12/15/16, and it is critical that DSPTS actively pursue a full-time, permanent replacement position. Approximately, 80% of the students in DSPTS come through the DSS segment of the program. It is unreasonable for only one full-time classified individual to oversee the needs of 1,400 DSPTS students. DSPTS will initially hire an LTT, then secure approval for the full-time, permanent position which may take between 1-2 years to complete the entire process.

Furthermore, adequate DSPTS counselor coverage will be an issue within the next three years. First, one of the full-time DSPTS counselors is nearing retirement in a couple of years; therefore, DSPTS needs to plan ahead for this transition since each of the two full-time DSPTS counselors has a caseload of about 900 DSPTS students; this DSPTS counselor position will need to be replaced. Also, with the anticipated growth in DSPTS student headcount, DSPTS will need to pursue a third full-time, permanent DSPTS counselor position.

DSPTS would also like to hire a second full-time, permanent LD Specialist in order to expand learning disability testing capacity and support services like additional workshops and consultations with students and instructional faculty.

DSPTS will need to plan for ongoing upgrades to assistive technology and equipment. Currency in assistive technology is essential because it provides access to Sierra College's curriculum. Some additional equipment like scooters will need to be purchased since DSPTS has not been able to accommodate all DSPTS students with mobility issues that needed a scooter.

In summary, DSPTS has a number of program needs to order to function properly and effectively. A priority system will need to be established to efficiently deal with the personnel, technology, and equipment issues of the program. Each of these issues will be described in more detail in the subsections to follow.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding for the District as well as our sites. Include a projection of equipment and technology needs for the next three years as well as a justification, including supporting data, for these requests. Please include any analysis of relevant outcomes assessment data noted above.

DSPS will need to plan for ongoing upgrades to assistive technology and equipment. Currency in assistive technology is essential because it provides access to Sierra College's curriculum. An upgrade to Windows 10 will require purchasing new licenses and software that will be compatible. In addition, DSPS needs to have current versions of software to provide to DSPS students to keep pace with the technology used in the classroom and for courses offered online. Alternate media via auditory versions of textbooks are used by a significant and increasing number of DSPS students; therefore, an adequate number of auditory textbooks needs to be ordered each year. For e-PAR in spring 2016, DSPS made numerous assistive technology requests for funding through the e-PAR process. Costs for assistive technology and alternate media will vary from year to year based upon the overall needs within DSPS.

DSPS also needs to plan for equipment needs in the future in the areas of scooters, Smartpens, and assistive listening devices. First, DSPS on the Rocklin campus currently has eight scooters to be used by DSPS students with mobility limitations. These scooters are checked out to students on a first come, first served basis. For fall 2016, there was a higher demand for scooters than DSPS could accommodate. Therefore, DSPS would like to purchase two additional scooters for the Rocklin campus. Smartpens assist with note taking for DSPS students. DSPS checks out and trains the student in the use of the Smartpen. DSPS checks the Smartpen for one semester to see if it is a good fit with the student. If so, the student is expected to purchase their own Smartpen for subsequent semesters. Assistive listening devices are wireless microphone systems that are used by hard of hearing students who are not proficient in American Sign Language (ASL); therefore, an ASL interpreter in the classroom would not be an option. These students could use either an assistive listening device or a real-time captioner depending upon the student's preference. DSPS needs to these various pieces of equipment in order to be able to provide to needed accommodation in a timely manner.

4c) Staffing: Comment on the adequacy of the program's faculty, classified and student help staffing levels for the District as well as our sites. Include a projection of staffing needs for the next three years as well as a justification for needs. Please include any analysis of relevant outcomes assessment data noted above.

Within the next three years, our dean hopes to hire a full-time, permanent DSPS Coordinator. The majority of DSPS programs in California have a full-time, permanent DSPS Coordinator. At Sierra College prior to 2002, the duties of DSPS Coordinator were assumed by the Dean of Student Services. Since 2002, the duties of the DSPS Coordinator were partially fulfilled by one of the LD Specialists. DSPS is getting larger with more complex issues to deal with on an on-going basis; therefore, a full-time, permanent DSPS Coordinator is now necessary. In addition, the new DSPS funding formula now incorporates a DSPS Coordinator funding guarantee.

One of the two full-term classified support personnel in DSS located in the Windstead Center just retired as of 12/15/16, and it is critical that DSPS actively pursue a full-time, permanent replacement position. Approximately, 80% of the students in DSPS come through the DSS segment of the program. It is unreasonable for the one remaining full-time classified individual to oversee the needs of approximately 1,400 DSPS students. DSPS will initially hire an LTT, then secure approval for the full-time, permanent position which may take between 1-2 years to complete the entire process.

Furthermore, adequate DSPS counselor coverage will be an issue within the next three years. First, one of the full-time DSPS counselors is nearing retirement in a couple of years; therefore, DSPS needs to plan ahead for this transition since each of the two full-time DSPS counselors has a caseload of about 900 DSPS students; this DSPS counselor position will need to be replaced. Also, with the anticipated growth in DSPS student headcount, DSPS will need to pursue a third full-time, permanent DSPS counselor position on the Rocklin campus.

DSPS would also like to hire a second full-time, permanent LD Specialist in order to expand learning disability testing capacity and support services like additional workshops and consultations with students and instructional faculty.

In summary, DSPS has critical staffing needs in order to function properly and effectively. Due to retirements, pending retirements, and anticipated growth in DSPS headcount, adequate DSPS staffing levels is the highest priority need of DSPS. If the workload for each DSPS staff member continues to increase, the staff will become overwhelmed and be unable to provide necessary accommodations to each DSPS student who needs them. Therefore, the fundamental mission of DSPS could be jeopardized to the detriment of students with disabilities to be able to attain their educational goals.

4d) Facilities: Considering the data provided, comment on the program’s fill rate and the adequacy of the facilities for the District as well as our sites. Include a projection of facility needs for the next three years as well as a justification for stated needs. Please include any analysis of relevant outcomes assessment data noted above.

There is a need to improve facilities to allow easier access for students with mobility issues: 1. Doors should be equipped with automatic openers for students using wheelchairs and walkers; 2. Additional larger desks and chairs should be purchased and placed in classrooms, labs, and the library; 3. Easier access should be established between the Hub and Admissions and Records in A Building, 4. Parking needs to be improved for lift equipped vans by removing physical barriers like improperly placed curbs.

4e) Please check the appropriate boxes in the chart below indicating in general the reasons for your request:

Program	Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Student Success	No Requests
DSPS		X		X			Other measures	

5) Summary/Closing

5a) Evaluate the program's strengths, weaknesses, opportunities/future directions, challenges.

DSPS offers a comprehensive range of support services/accommodations to a growing population of students with disabilities to promote their success and assist them in attaining their educational goals. In order to adequately serve its students, DSPS needs additional full-time, permanent counseling staff, LD specialists, and classified staff. Generally speaking, DSPS students require more remediation and have other issues which could contribute to having a success rate of 3% lower than non-DSPS students; however, DSPS students have a persistence rate significantly higher than their non-DSPS counterparts.

The greatest need of DSPS is additional faculty and classified staff. Over the last 25 years, the number of full-time permanent staff in DSPS has gradually and consistently been declining, while the students served by DSPS has continued to grow. This trend must not be allowed continue, or in time, DSPS will no longer be able to fulfill its fundamental mission which is to provide necessary support to students with disabilities to enable them to attain their educational and life goals.

5b) Please provide any other information the Program Review Committee should consider.

In the past, DSPS consisted of five (5) full-time faculty and four (4) full-time classified staff and served approximately 900 DSPS students; currently, DSPS serves 1,890 DSPS students with three (3) full-time faculty and 3.5 full-time classified staff. The classified staff for DSPS at NCC is a shared position with the Health Center. The one (1) full-time counselor at Tahoe/Truckee serves general and DSPS students. Therefore, the productivity of DSPS is quite high. Furthermore, students with disabilities have a variety of obstacles to overcome in order to pursue a college education, and DSPS staff are skilled at helping their students overcome these challenges to enhance their success at Sierra College.

Pursuant to modifications in the LT building, LD and ACT/AM staff will be collocated in the Winstead Center; Therefore, all DSPS staff and services on the Rocklin campus will be in a single location which will improve staff communication and centralization of staff duties like document imaging, In addition, this move will lead to greater fiscal efficiency by reducing the number of student workers needed for program coverage.

5c) How has the author of this report integrated the views and perspectives of those who have interests in the future of this program including full time and part time faculty, educational administrators, instructional assistants, classified staff, and students at Rocklin, Roseville Gateway, Nevada County Campus, and Tahoe Truckee?

In order to complete the DSPS program review, various meetings were conducted to solicit input from DSPS staff as well as district staff outside of DSPS. In addition, DSPS staff and student workers were asked to assist with data collection. Surveys were administered to DSPS students in person and online to obtain a more diverse and representative sample throughout the district. The district's planning and assessment day during Flex was utilized to solicit input from program staff regarding a rough draft of this report.