

2016-17 Program Review

Name of Program: DSPS
Name of Unit: Student Affairs
Name of Area: Student Services
Date Completed: 3/9/2016

Program's Mission Statement

The Disabled Students Program is committed to providing disabled students the opportunity to effectively matriculate into the mainstream of college and community college. The DSPS values diversity and promotes awareness and retention by providing quality services for students with disabilities. It is a resource for the college and community college.

Program's SAO Information

2010-2011 (SAO#1): To determine if the services provided are satisfactory to the student's needs.

Assessed annually, survey results indicate a need for additional test proctoring facilities, resources and disability related tutoring. Survey results from spring 2015-2016 Positive ratings of 87% indicated that accommodations/services were provided in a timely fashion while 4.95% disagreed with that statement. Comments in comments section.

Program's SLO Information - Assessment Results (1a)

Our outcomes could be generalized to other EDEV courses in that we are meeting our targeted baseline proficiency rates, there appears to be a need for more resources.

Program's SLO Information - Changes in Instruction (1b)

Test/measurements have to be tailored to fit the exception; a "Gateway tutor" has been secured to support EDEV 022 class.

Program's SLO Information - Requested Resources (1c)

Individual assistance with students is being provided on a limited basis. Additional hourly resources more formal interventions are needed.

Program's SLO Information - Assessment Reports (2)

EDEV 22, 26, 134 assessments exist which may not have been submitted properly. All other EDEV courses have several assessment reports.

Program's SLO Information - Online Results (3)

No online offerings.

 Program's SLO Information - Degrees and Certificates (4)

No

 Program's Program Level Standards

You are required to complete this new Program-Level Standard section only if your program offers for-credit courses. Please see the help text for complete in

Educational Development Enrollment Management			
Indicator	Summer 2014	Fall 2014	Spring 2015
# Sections	0	8	8
Fill Rate		88%	87%
# Students Over-/Under-Enrolled		-33	-36
Section Cap (Average)		35.0	33.8
# Sections Over-/Under-Enrolled		-0.9	-1.1
% FTEF Part-Time		13%	0%

90% of median

Course Success Rate: 61.5%
 Associate Degrees Awarded:
 Chancellor Office Approved Certificates Awarded:
 Employment Rate:
 License Exam Pass Rate:

 Program's Characteristics, Performance and Trends

Updated data for 2016-2017 Planning Year

DSPS provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully as possible. Services: Examples of services available through DSPS that are over and above those regularly offered by the College would be test-taking facilitation, assessment, and accommodations. Beginning in 2009, in response to a budget crisis in California, DSPS categorical funds were reduced by more than 40%. System-wide, districts have made efforts to maintain services. Comparing Rio Hondo College count by disability service to systemwide rates show that Rio Hondo College has remained fairly constant in the level of participation.

Several years of instability and inconsistency in the level of services delivered is being overcome as financial resources are being restored. In 2014, DSPS categorical funds were restored.

2013 – Robert Itatani, Psychologist (25%)
 2013 – Judith Rodman, DSPS Instructional Aide
 2014 – Judy Marks, Learning Disabilities Specialist/Instructor
 2015 – Patrick McConnell, Learning Disabilities Specialist/Instructor/High Tech Center Specialist

New hires to fill these and other vacancies include the hiring of a new Director, Psychologist, DSPS Support Services Aide and a new full-time DSPS Counselor. DSPS is currently in the process of completing the hiring process for two faculty positions, a full-time DSPS Counselor and a full-time Learning Disabilities Specialist. The increasing demands of an ever-changing and growing student demographic will require that the program adjust to the high touch services needed to support students. DSPS Instructional programs offered through Educational Development (EDEV) continue to be part of the very foundation of the Rio Hondo College DSPS program. The EDEV 022 Basic Arithmetic class appears to have a contrast in Success rates in the Fall semester vs. the Spring semester offering. A pattern of starkly low success rates in the Fall semester is being addressed. The DSPS program has developed student learning outcomes for each EDEV class offered through the program's instructional component. Each semester, the program has

Increased one-to-one assistance in the DSPS computer lab;
 Assisting students to access, understand and utilize campus student support options and resources;
 Staff to facilitate test proctoring and student intake activities in a timely manner;

DSPS classroom SLO outcome information indicates a need for enhanced student instructional support resources available to students. Specifically, DSPS st

- Increased specialized one-to-one tutoring;
- Self-directed software that facilitates individual class content learning;
- Increased in-class instructional support;
- Enhanced learning assistance options for students with severe learning related disabilities.

Program's Strengths

Instructional programs offered as EDEV courses have been a longstanding cornerstone of the DSPS program. These courses give students an opportunity to
Program faculty and staff through the 2014-15 academic year possessed great depth and breadth of professional knowledge and experience in serving student

Program's Weaknesses

The diverse learning needs of students with disabilities is challenging the organizational structure of DSPS. Lack of a specialized tutoring program, education
The departmental record keeping system also requires change and updating. The system of maintaining paper files needs to be phased out and updated to ar
A great need exists for professional development training at all levels for our program faculty and staff. Current faculty have sought out and attended a limite

Program's Opportunities

The addition of the new counseling and learning disabilities staff will enhance further program development by enhancing disability management activities, i
Disability management software programs exist to manage DSPS record keeping, scheduling, and accommodations/support service management and record
Model programs designed to promote access and inclusion for students with Intellectual Disabilities and Autism and Autism Spectrum Disorders (ASD) have
Student Equity resources will provide an opportunity to help address discrepancies that exist between students with disabilities and general students in rega
Faculty and staff changes present an opportunity to expand service delivery, update instructional approaches, and bring new attitudes and enthusiasm to a p

Program's Threats

The increasing demand for "high touch" services by an increasing number of students with Autism Spectrum Disorders, psychological disabilities, and studer
RHC currently has more than 50 students with Autism or an Autism Spectrum Disorder. The Center for Disease Control and Prevention states that one in six
New Title 5 disability service categories will more accurately reflect the level of services provided for students with disabilities receiving services through our
Finally, the program has already lost to retirement two full-time Learning Disabilities Specialists, one Psychologist (20%) and one Instructional Aide since 20

Program's Accomplishments and Recommendations for Improvement

DSPS has effectively transitioned from no appointment system, to one that was recorded by hand on paper, to a system that is currently managed in SARS G1
DSPS has effectively transitioned from no appointment system, to one that was recorded by hand on paper, to a system that is currently managed in SARS G1
SARS implementation began in the Summer of 2014 to better manage test proctoring activities. It was then extended to all DSPS counselors and specialists &
A culture of change needs to be promoted and supported within the program. There must be recognition of the need to upgrade, modify, and develop new wa

- Develop partnerships, collaborations, and cooperative agreements to address access issues for student Intellectual Disabilities and Autism and Autism S
- Develop a high touch model for program delivery to better meet the learning needs of students with disabilities;
- Continue to expand outreach to local high schools and community organizations;
- Establish DSPS specialized tutoring program and DSPS "study hall" centers for supporting students in need of more individualized support;
- Update DSPS computers and assistive technology including access software and hardware;
- Initiate professional development activities for faculty and staff including information on "best practices" in service delivery and disability management

- Obtain video surveillance cameras to help monitor student exams;
- Expand professional development activities for sign language interpreters;
- Develop and provide peer mentoring and educational coaching activities;
- Secure additional staff to support deaf and hard of hearing services, specialized tutoring, test proctoring services, and student development activities.

Program's Strategic Direction

Program Strategic direction

The next three to five years will see greater collaborations with other student services areas, faculty entities and constituent groups which will foster greater l

To actualize the direction of the program in the future, the following activities need to be initiated:

- Re-evaluate program staffing and pursue the hiring of positions that will best serve the needs of the program in the years to come;
- Develop a specialized tutoring program;
- Expand the student mentoring program and develop an educational coaching component;
- Increase program outreach to local schools and community organizations serving students with disabilities;
- Explore the development or acquisition of programs to better serve students with Intellectual Disabilities and Autism Spectrum Disorders;
- Explore strategies to improve success and retention rates of students with disabilities;

Program's Staff Development

Faculty and staff continue to attend and participate in annual statewide conferences and trainings including Region VIII DSPS Director, LD Specialist and Al

In the coming year, the Director will explore additional training opportunities for faculty and staff on emerging disability groups, suicide prevention, sexual v

Program Review - Additional Comments

Program Review - Executive Summary

Program: DSPS

Date: December 4, 2015

Committee Members Present: Marie Eckstrom, Howard Kummerman, Adam Wetsman, Jim Newman, Maria Martinez, Jim Sass, Stephanie Wells, Patty Lun

Program Members Present: Mark Matsui, Tep Thoeurb

Commendations

- Commendations on a comprehensive and well-written program review document.

Program-Level Recommendations

- Provide campus-wide opportunities for instructors and classified staff to learn about better supporting students with disabilities.
- Increase hours of operation/availability to accommodate all hours of classroom instruction.

Program Review Document Revision: Include comparison data with other colleges in Characteristics, Performances, and Trends; delete duplicate informatio

Institutional-Level Recommendations

- Purchase camera surveillance equipment for the DSPS testing area.

ACCEPTED WITH SUGGESTED REVISION

Explanation

Following the annual program review cycle and based on the peer review, each document will be given one of four status conditions: accepted as submitted, a

Accepted as Submitted: No changes suggested or required.

Accepted with Suggested Revision: Suggested recommendations may be implemented as part of the response to the Executive Summary or may be implemer

Revision Required: This indicates the document needs surface-level attention, such as reorganization, elaboration, and/or stylistic attention. The document i

Significant Revision Required: This indicates the document and/or the program needs serious reconsideration. This takes time and should include all partici

 Program Review - Response to the Executive Summary

 Goal #1 Long term (2-5 years) Corresponds with Institutional Goal # 3

Status: in progress

 Description of Goal

Establish a program of services for students with Intellectual Disabilities and Autism Spectrum Disorders.

 Evaluation of Goal

Measure changes in success, retention, and persistence of students with Intellectual Disabilities and/or Autism Spectrum Disorders.
 Measure progress in planning the staffing and resource needs to support these changes.

 Objective #1.1

Status: in progress

Establish a program featuring high touch services including educational coaches, tutoring, specialized counseling and peer mentors.

 Goal #2 Short term (1 year) Corresponds with Institutional Goal # 3

Status: in progress

 Description of Goal

Increase the number of deaf and hard of hearing students served by the program.

 Evaluation of Goal

Measure effects of direct outreach efforts to specialized programs at area high schools.

 Objective #2.1

Status: in progress

Adjust current salary schedule for sign language interpreters to rates that are more competitive with the current market for sign language interpreters.

 Existing Resources

DSPS categorical funding

 Resources from Other Sources

Resources from DSPS Deaf and Hard

Required for How Long: Ongoing

Requested: \$50,000.00

Received: \$25,000.00

Reason for the difference between the amounts:

Deaf and Hard of Hearing funds are requested annually through the DSPS End of Year process. Funds are based on qualifying DSPS DHH expenses. There

 Resources Needed: Additional Personnel

Position Classification: Classified Hourly

Required for How Long: Ongoing

Position Title: Sign language interpreter

Basic Position/Job Description:

Provide sign language interpreter services for deaf and hard of hearing students.

Estimated Salary Excluding Benefits: \$50,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Competitive hourly rates for sign language interpreters at colleges and universities in the area are above the current rate paid at RHC. This disparity forces t

Goal #3 Long term (2-5 years) Corresponds with Institutional Goal # 5

Status: in progress

Description of Goal

Increase the level of DSPS counseling services to support the disability management counseling, specialized academic advising with knowledge and expertis

Evaluation of Goal

Student contact sheets are used to document the quality and extent of specialized counseling services received through DSPS.

Objective #3.1

Status: in progress

Hire part-time DSPS counselors to address disability management counseling, specialized academic advising, DSPS obligations under the Student Success I

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title: DSPS Counselor

Basic Position/Job Description:

Provides specialized academic advising, counseling, disability management services, advocacy and student development activities for students with disabilit

Estimated Salary Excluding Benefits: \$30,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

No funding for DSPS counselors exists during Wintersession and Summer Session. Any new or continuing students coming during those months would not

Goal #4 Short term (1 year) Corresponds with Institutional Goal # 5

Status: in progress

Description of Goal

Establish a DSPS educational coaching/tutoring program to help staff a "Study Hall" for students needing individualized assistance with homework, assignm

Evaluation of Goal

DSPS student success and retention statistics in basic skills classes are significantly lower than the general population. Although students enrolled in EDEV

Objective #4.1

Status: in progress

Hire DSPS tutors trained in learning strategies, assistive technology and the principles of universal design to assist students with disabilities needing individ

Resources Needed: Additional Personnel**Position Classification: Classified Hourly**

Required for How Long: Ongoing

Position Title: DSPS Tutor

Basic Position/Job Description:

Provide academic support services for students with disabilities.

Estimated Salary Excluding Benefits: \$35,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Provide general tutoring assistance in basic skill areas for students with disabilities requiring individualized assistance.

Goal #5 Long term (2-5 years) Corresponds with Institutional Goal # 5

Status: in progress

Description of Goal

Improve test-taking assistance, scheduling, and workload management.

Evaluation of Goal

DSPS provides over 1,000 individual exams each semester. This activity consumes virtually 100% of the time of two DSPS Instructional Aides who could be

Objective #5.1

Status: in progress

Hire a full-time staff person to provide test-taking assistance services.

Resources Needed: Additional Personnel**Position Classification: Classified**

Required for How Long: Ongoing

Position Title: Student Services Assistant

Basic Position/Job Description:

Coordinate test-taking assistance services for students with disabilities including scheduling, exam management, and proctoring activities.

Estimated Salary Excluding Benefits: \$37,916.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

DSPS provided test-taking assistance to 1,179 students for Spring 2015. Other services, such as new student intake, and instructional aide activities were del

Goal #6 Long term (2-5 years) Corresponds with Institutional Goal # 3

Status: being changed

Description of Goal

Provide professional development opportunities for faculty and staff.

Evaluation of Goal

Measure number and quality of training opportunities attended to previous years and source of funding.

Objective #6.1

Status: in progress

Support professional development training opportunities for faculty and staff.

Resources Needed: Additional Budget

Requested Item: travel funding

Required for How Long: Ongoing

Requested Amount: \$10,000.00

Description:

Travel budget for in-state travel.

Supporting Rationale

No budget item exists.

Goal #7 Long term (2-5 years) Corresponds with Institutional Goal # 3

Status: in progress

Description of Goal

Improve marketing and outreach efforts to neighboring communities.

Evaluation of Goal

Assess the number of events planned, organized, and/or attended by DSPS personnel.

Objective #7.1

Status: in progress

Obtain new marketing materials including DSPS brochures, supplies and equipment for professional level presentations.

Resources Needed: Additional Budget

Requested Item: DSPS Brochures and materials

Required for How Long: Ongoing

Requested Amount: \$2,500.00

Description:

New color brochures addressing different program features. New marketing materials for branding purposes, create program video for presentations.

Supporting Rationale

Currently relying on photocopies of originals.

Goal #8 Short term (1 year) Corresponds with Institutional Goal # 3

Status: in progress

Description of Goal

Upgrade alternate text production capabilities for students with disabilities.

Evaluation of Goal

Compare currency of production hardware and software with industry standards for alternate text production.

Objective #8.1

Status: in progress

i) Replacement of Braille embosser to produce new format UEB Braille.

Resources from Other Sources

Resources from Instr Equipment**Required for How Long:** 1 time**Requested:** \$4,824.00**Received:** \$0.00**Reason for the difference between the amounts:**

requesting

Resources Needed: Additional Budget

Requested Item: Braille Embosser**Required for How Long:** 1 time**Requested Amount:** \$4,824.00**Description:**

Braille translator software

Supporting Rationale

Necessary to produce new UEB Braille format for blind students.

Resources Needed: Additional Technology

Technology Classification: Computer Software**Requested Amount:** \$4,824.00**Description:**

Braille embosser for producing printed Braille

Reason:

Insure compliance with federal mandates.

Location: SS 330**New or Replacement:** Replace Existing**Services Required:** None

Objective #8.2

Status: in progress

Acquire scanning and optical character recognition editing software to edit documents for accessibility for screen readers for blind and/or visually impaired

Resources from Other Sources

Resources from Instr. software**Required for How Long:** 1 time**Requested:** \$187.00**Received:** \$0.00**Reason for the difference between the amounts:**

requesting

Resources Needed: Additional Budget

Requested Item: Omnipage 18 Professional Software**Required for How Long:** Ongoing**Requested Amount:** \$187.00**Description:**

Scanning and optical character recognition software for providing access to print for students with disabilities.

Supporting Rationale

Supports compliance with federal ADA, Section 504 regulations for access to print for students with disabilities.

Requested Item: Omnipage 18 professional**Required for How Long:** 1 time**Requested Amount:** \$187.00**Description:**

Scanning and optical character recognition editing software

Supporting Rationale

Provides compliance with federal ADAA, Section 504 regulations for access to print for students with disabilities.

Requested Item: Omnipage 18 Professional

Required for How Long: Ongoing

Requested Amount: \$187.00

Description:

Scanning and optical character recognition editing software

Supporting Rationale

Provides compliance with federal ADAA, Section 504 regulations for access to text for students with disabilities.

Requested Item: Omnipage Professional 18

Required for How Long: 1 time

Requested Amount: \$187.00

Description:

Document editor for making inaccessible documents accessible for blind/visually impaire, or students with learning disabilities.

Supporting Rationale

Provides compliance with federal ADAA, Section 504 regulations for access to print for students with disabilities.

Resources Needed: Additional Technology**Technology Classification: Computer Software**

Requested Amount: \$187.00

Description:

Omnipage Professional scanning and OCR document editor.

Reason:

Provide text in alternative formats for students with disabilities.

Location: SS 330

New or Replacement: New Installation

Services Required: None

Technology Classification: Computer Software

Requested Amount: \$187.00

Description:

Provide access to inaccessible documents and print.

Reason:

Insure compliance with mandates.

Location: SS 330

New or Replacement: New Installation

Services Required: None

Objective #8.3

Status: in progress

Acquire Duxbury Braille Translator software

Resources from Other Sources**Resources from Instr software**

Required for How Long: 1 time

Requested: \$654.00

Received: \$0.00

Reason for the difference between the amounts:

requesting funds

Resources Needed: Additional Budget

Requested Item: Duxbury Braille Translator
Required for How Long: Ongoing
Requested Amount: \$654.00
Description:

Software provides translation and editing from print to Braille formats.

Supporting Rationale

Compliance with federal ADAA guidelines

Requested Item: Duxbury Braille Translator software
Required for How Long: 5 years
Requested Amount: \$654.00
Description:

Braille translator program for producing text in alternative formats.

Supporting Rationale

Compliance with federal mandates.

Resources Needed: Additional Technology

Technology Classification: Computer Software

Requested Amount: \$654.00
Description:

Braille translation and editing software

Reason:

Convert regular text to Braille formats for blind students needing access to print in alternative formats.

Location: SS 330
New or Replacement: Replace Existing
Services Required: None

Technology Classification: Computer Software

Requested Amount: \$654.00
Description:

Braille translator software.

Reason:

Insure compliance with federal mandates

Location: SS 330
New or Replacement: New Installation
Services Required: None

Objective #8.4

Status: in progress

Acquire Acrobat DC for PDF formatting and creation of accessible PDF's and other conversions of print to alternative formats.

Resources Needed: Additional Budget

Requested Item: Acrobat DS
Required for How Long: Ongoing
Requested Amount: \$494.00
Description:

Acrobat DC for the conversion of text into accessible alternative formats.

Supporting Rationale

compliance with federal ADAA guidelines

Resources Needed: Additional Technology

Technology Classification: Computer Software

Requested Amount: \$494.00
Description:

Acrobat DC for the conversion of text into accessible alternative formats for students with disabilities.

Reason:

Provide access to print in alternative formats for students with disabilities.

Location: SS 330
New or Replacement: New Installation
Services Required: None

Technology Classification: Computer Software

Requested Amount: \$494.00
Description:

Software that will facilitate the editing and creation of accessible documents in alternative formats.

Reason:

Provide access to print for blind and visually impaired students.

Location: SS 330
New or Replacement: New Installation
Services Required: None

Technology Classification: Computer Software

Requested Amount: \$494.00
Description:

Software that will facilitate the editing and creation of accessible documents in alternative formats.

Reason:

Provide access to print for blind and visually impaired students.

Location: SS 330
New or Replacement: New Installation
Services Required: None

Goal #9 Long term (2-5 years) Corresponds with Institutional Goal # 3 Status: in progress

Description of Goal

Acquire "Clockwork" enterprise software to provide disability service management including: room scheduling (test-taking appointments); counseling, spec

Evaluation of Goal

Once acquired and implemented, assess and compare appointment scheduling that is student initiated vs. DSPTS staff initiated. Survey staff on benefits to fil

Objective #9.1 Status: in progress

Acquire "Clockwork" enterprise software to facilitate DSPTS program management. Acquire desktop document scanners.

Resources from Other Sources
Resources from software

Required for How Long: 1 time
Requested: \$38,200.00
Received: \$0.00
Reason for the difference between the amounts:

requesting source

Resources Needed: Additional Budget
Requested Item: "ClockWork" enterprise software
Required for How Long: Ongoing

Requested Amount: \$38,200.00

Description:

Scheduling and database management software for disability services.

Supporting Rationale

Facilitates DSPS service provision, reducing delays, improving MIS reporting systems, provides for DSPS student file and document management, and all sc

Requested Item: Clockwork enterprise Software

Required for How Long: Ongoing

Requested Amount: \$36,200.00

Description:

Scheduling and database management system for disability services programs. Provides disability services management for most DSPS activities.

Supporting Rationale

Compliance with State and federal mandates for disability services increases service delivery efficiency and quality, reduces delays in service provision, prov

Requested Item: "ClockWork" Enterprise software

Required for How Long: Ongoing

Requested Amount: \$38,200.00

Description:

Scheduling and database management system for disability services programs. Provides disability services management for most DSPS activities.

Supporting Rationale

Compliance with State and federal mandates for disability services increases service delivery efficiency and quality, reduces delays in service provision, prov

Resources Needed: Additional Technology

Technology Classification: Computer Hardware

Requested Amount: \$38,200.00

Description:

Facilitates DSPS service provision, reducing delays, improving MIS reporting systems, provides for DSPS student file and document management, and all sc

Reason:

Provides improved service delivery efficiency and quality, reduces delays in service provision, provides for electronic record keeping and much more. Reduc

Location: SS 330

New or Replacement: New Installation

Services Required: None

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Matsui, Mark	Review Manager
2. Thoeurb, Tep	Participant
3. Arroyo, Jose	Participant
4. Ringo, Andrea	Reviewer
5. Gaw, Rose	Reviewer
6. Frederickson, Susan	Reviewer
7. Caplis, Claire	Reviewer
8. Battles, Ethel	Reviewer