Assessment Plan

Yuba Community College District

YC - DSP&S Program Recommendations

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Program Description: The Disabled Students Programs and Services (DSPS) began its service to Yuba College students on the Marysville Campus in the late 1970s. The program?s inception was based upon federal legislation with the 1973 passage of the Rehabilitation Act. With the inclusion of subsequent legislation, such as the Americans with Disabilities Act (1990), DSPS provides support services and academic accommodations to ensure access for students with disabilities consistent with the educational offerings and mission of Yuba College.

Currently, DSPS is located in a newly remodeled, fully accessible facility in a central location on campus. The 1800 Building was originally built early in the 1990?s and remodeled in 2009. In 2005, the fully accessible Adapted Physical Education (APE) building opened with state-of-the-art workout machinery and hot pool.

Eligibility for DSPS is determined by state and federal guidelines and is based on professional verification of temporary (45 days or longer) or permanent physical, psychological, or learning disabilities. DSPS programming is based on the following mission statement:

Yuba College and DSPS embrace the philosophy of a re-conceptualization of disability and the empowerment of individuals. DSPS works toward the elimination of architectural and attitudinal barriers in postsecondary education.

Year of Review: 2011-2012

Type of Review: Annual Update

Executive Summary: Since the late 1970?s, DSPS has provided support services/academic accommodations to ensure access for students with disabilities consistent with the educational offerings and mission of Yuba College. Eligibility for DSPS is determined by state and federal guidelines and is based on professional verification of temporary (45 days or longer) or permanent physical, psychological, or learning disabilities.

Currently, the number of DSPS students at Yuba College and the Clear Lake Campus experiences steady growth. A ?DSPS Satisfaction Survey? will be revised and utilized prior to the next annual review to update student satisfaction data and provide additional student input for program planning and revision. To measure program SLOs, this survey will also be used to assess the level of motivation from DSPS staff that students felt to improve communication, critical thinking, and global awareness.

DSPS continues to offer support and basic skills courses under the Learning Assistance Program. Current DSPS services include use of the computer lab, training and assistance with assistive computer technology, academic and personal counseling appointments, assessment for a learning disability, test proctoring, adaptive equipment use, etc. DSPS continues to build strong collaborative services with other on-campus programs, most importantly with the College Success Center (CSC), EOPS, CalWORKs (CW), Counseling, and Student Support Services.

Future Goals and Program Direction: Future goals of the program have already been articulated into the following:

Expand and update computer hardware, software, and Assistive Computer Technology in labs at both campuses.

Expand specialized coursework (Learning Assistance and Adaptive PE) and to address the basic skills needs of DSPS students at both campuses and collaborate with Adaptive PE faculty to address potential funding and the ongoing needs of DSPS students.

Continue to hire part-time sign language interpreters as needed to provide services for deaf and hard of hearing students.

Expand and improve DSPS information resources, including Blackboard enhancement for specialized courses, for students and staff.

Current, high priority needs include replacing the full-time Alternative Media Specialist, expanding accessibility to Assistive Computer Technology (ACT) at both campuses, acquiring data capturing software to track student usage of lab and study rooms, including ACT in new classrooms to be fully accessible for DSPS students, continue utilization of contracts for sign language interpreters, and continue upgrading computers with the newest state-of-the-art technology.

Recommendation: Hire an Alternative Media Specialist

Due to the retirement of the Alternate Media Specialist, there is an ongoing and pressing need for rehire of this position.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Ongoing technology concerns have created crises situations and lack of access for students with disabilities.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
DSPS will continue collaboration/negotiation with other divisions on campus, specifically, distance education and information technology to discuss the possibilities of creating a hybrid position (faculty or classified). This position would provide leadership, expertise with upgraded skills and education to include more global (campus-wide or district) responsibilities including: a) supervision of alt media services; b) consultation regarding lab renovations and new building construction; assistance with accessible coursework development; and consultation/training to insure accessibility to online instruction. Until the new hire, the position will be managed by temporary re-assignment of DSPS staff and/or contracted help. Forward to College Council and/or Faculty Staffing Committee for approval. **Type:** Staffing - Other	The DSPS Director and Deans will be responsible for implementation and determining budgetary impact and funding.		Yes

Recommendation: Assistive Computer Technology Expansion at Clear Lake

Expand Assistive Computer Technology coursework and strategies at the Clear Lake campus.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
The DSPS Director and the Dean of the Clear Lake campus will collaborate and assess when it will be financially feasible to expand technology at the campus. Historically, the campus has offered limited instruction in ACT as individually needed by students. Currently, there is only one computer station fully equipped with ACT and it is not located in a computer lab. The Marysville campus has a robust program of instruction in ACT which has been developing since the mid 1990?s. Each semester, ACT classes are filled and taught in a sophisticated, hi-tech lab located within the DSPS building. DSPS also works directly with the DOR and other community agencies in offering training in specific computer programs, such as Kurzweil 3000 and Dragon Naturally Speaking. Best practices taught at the CCC High Tech Center Training Unit (HTCTU), as well as the experience of DSPS faculty throughout the state who provide instruction in ACT, indicate that students should be placed in a classroom environment for at least one semester in order to obtain the skills necessary for them to improve the knowledge and facility that is required for academic/employment independence and competence. The DSPS Director and the Dean of the Clear Lake campus will be responsible for implementation of ACT coursework and determination of budgetary impact and funding. **Type:**	The DSPS Director and the Dean of the Clear Lake campus will be responsible for implementation of ACT coursework and determination of budgetary impact and funding.		Yes

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Equipment/Technology			

Recommendation: Acquire Tracking System

Acquire data capturing software to track student usage of lab and study rooms.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Currently, it has been proposed that SARS be used to track student usage of lab and study rooms as a campus-wide means for student tracking, specifically student service departments (Counseling, tutoring centers, EOPS, etc.). IT is working closely with staff and will provide additional training to users. **Type:** Equipment/Technology	The Dean of Student Development will be responsible for implementation and determination of budgetary impact and funding.		Yes
The DSPS Director and other staff are currently participating in the BSI Committee. Discussion has been initiated to explore campus-wide needs for student tracking, specifically student service departments (Counseling, tutoring centers, EOPS, etc.). IT is currently exploring options using software that interfaces with Datatel and will be responsible for maintenance of the system.	The Dean of Student Services will be responsible for implementation and determination of budgetary impact and funding.		Yes

Recommendation: Include ACT in New Classrooms

New classrooms should be equipped with ACT to be fully accessible for DSPS students.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Continue working with IT and Measure J user groups to insure that all new and remodeled classroom will include ACT as part of the SMART classroom set up. **Type:** Equipment/Technology	The DSPS Director and the Dean of Language Arts will be responsible for implementation and determination of budgetary impact and funding.		Yes

Recommendation: Upgrade/Replace Computers

Computers need to be upgraded with the newest state-of-the-art technology and eight computers were recently replaced as part of the revolving computer replacement program.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Updated computers and software is critical to student success.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Historically the DSPS Director has purchased and maintained all student computers in the DSPS building and assistive computer technology. However, the revolving computer program will continue to routinely replace computers with DSPS software in the DSPS lab and other locations on campus. The DSPS Director and staff will be responsible for addressing ongoing technology needs, exploring additional technological resources for students with disabilities, and tracking the need for updating computers with state-of-the-art technology. **Type:** Equipment/Technology	The DSPS Director and the Director of IT will be responsible for implementation and determination of budgetary impact and funding.		Yes

Recommendation: Sign Language Interpreters

Contracts for sign language interpreters will continue to be utilized to provide services to deaf and hard of hearing students.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Due to the limited time availability of the full-time DSPS Specialist/Sign Language Interpreter, there is an ongoing need each semester to hire part-time interpreters to meet the needs of students.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
The Director of DSPS and DSPS Specialist will continue to examine the need and hire additional interpreters as needed each semester. **Type:** Staffing - Other	Perkins funds and additional funding is allocated according to the number of students served. The DSPS Director will determine budgetary needs, manage funds, and be responsible to implement sign language interpreting services.		Yes

Recommendation: Expand LA Coursework

Due to the recent announcement from the English Department to limit the number of basic skills courses, there is an increased need to revise and expand LA course offerings.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): DSPS has many students who require additional assistance in order to negotiate the college experience. Currently, there is only one section of a remedial reading/writing course (LA 180) and it is projected that additional sections of this course will be needed. In addition, a course between LA 180 and English 105 would better prepare basic skills students for success in English 105.

There are several other courses that are currently not available, such as Spelling 125, and History of Disability. Recent California legislation has required instruction in disability history at the K-12 level. This course is currently on record as a transfer-level course and meets the multicultural requirement for graduation. Field Experience (working with adults with disabilities), etc., could involve the following services:
1. Orientation to college
2. Ongoing mentoring
3. Specialized tutoring services
4. Classroom assistance for specialized coursework
5. Mobility

At present there are many instructional programs on campus that might allow the opportunity to work with students with disabilities. Specifically:
1. ECE
2. Students who plan to transfer into Liberal Studies

3. Nursing Program
4. Psych Tech program
5. Psychology/Sociology
6. PE

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
DSPS and LA faculty will meet with English faculty to discuss and consider practical options to address the loss of basic skills courses. In addition, the is ongoing student need for specific instruction in spelling and phonics that has been offered only in workshop format on a time and space limited basis. **Type:** Curriculum/SLO	The DSPS Director and Dean of Language Arts will be responsible for implementation and determination of budgetary impact and funding.		Yes

Recommendation: Hire a Full-Time Instructor for the Learning Assistance Program

Hire a full-time instructor in order to expand the Learning Assistance Program, participate in basic skills programming, integrate curriculum with Reading, English, and Math Departments, and serve on the Basic Skills Initiative Committee.

Year(s) Requested: 2011-2012

Request Date: 02/03/2012

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): The Learning Assistance Program (formerly General Studies Program) has never been staffed with full-time faculty. As a result, the programs on the Clear Lake and Marysville campuses are very different. The program has outdated course descriptions and courses are often taught by adjunct faculty. Because of the renewed interest and funding for basic skills programming at the state level, Yuba College has made a strong commitment to serve this population through a robust program of coursework.

Due to the recent announcement from the English Department to limit the number of basic skills courses, there is an increased need to revise and expand LA course offerings. Therefore, it is timely to bring on a full-time faculty member who can provide leadership to the LA programs on both campuses to expand services for the communities. For example, courses on Clear Lake Campus provide students with opportunities to prepare for the GED, which accurately reflects the needs of the community. However, coursework on the Marysville campus is currently not directed toward specific goals for students, such as passing the GED, earning a certificate of completion in basic skills, or completing a sequence of coursework that prepare them for college-level work. The new LA faculty working in collaboration with faculty from the other departments will insure a more comprehensive and goal-directed basic skills program.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
It was anticipated that initial discussion to develop the position will begin during this academic year. Submission of a formal faculty request is anticipated to be made in Fall, 2012, with hiring plans for the Spring, 2013. Forward to the Faculty Staffing Committee for consideration. **Type:** Staffing - Faculty	The DSPS Director, Dean of Clear Lake Campus, and the Dean of Language Arts will be responsible for implementation and determining budgetary impact and funding.		Yes

Recommendation: Hire a DSPS Counselor

Hire a DSPS Counselor to provide academic advisement to DSPS students.

Year(s) Requested: 2011-2012

Request Date: 02/03/2012

Recommendation Priority: 1. Low Priority

Supporting Evidence (SLO, WSCH, etc.): DSPS has long been in need of counseling personnel to provide for the academic, vocational, and personal advisement of students with disabilities. Recent events relative to economic downturn, the return of wounded soldiers, and the historically low percentage of students with disabilities who do not complete their post-secondary education and transition into the workplace further necessitate the need for counseling personnel.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
This recommendation will be considered when the current financial climate has improved. Forward to the Faculty Staffing Committee at that time. **Type:** Staffing - Faculty			Yes

Recommendation: Adaptive PE Instructor

Hire a full-time APE faculty hire to provide continuity and leadership to the program.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 1. Low Priority
Supporting Evidence (SLO, WSCH, etc.): There is an ongoing need for DSPS students, as well as in the greater community, to have a successful APE program under the purview of DSPS (rather than under the PE Department). Currently, there are two part-time adjunct instructors. However, due to time and financial constraints, several courses were not available to students this year.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
The DSPS Director will work with the Dean of Physical Education to clarify responsibilities of new full-time hire with regard to the development and expansion of the APE program to more accurately meet the needs of the community. Forward to the Faculty Staffing Committee for consideration.	The DSPS Director and Dean of Physical Education will be responsible for implementation and determining budgetary impact and funding.		Yes

Recommendation: Replace Scooters

Replace two scooters.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Inactive Date: 02/03/2012
Recommendation Priority: 1. Low Priority
Supporting Evidence (SLO, WSCH, etc.): At the time of the last full Program Review (2010-11), DSPS has three scooters two were inoperative and required only minor repairs. All three are currently operative. However, the cost of major repairs is prohibitive and generally in excess of the price of a new one.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
The DSPS Director will explore any future needs and related expenses and forward to the appropriate committee for consideration. **Type:** Equipment/Technology	The DSPS Director will be responsible for implementation and determination of budgetary impact and funding.		No

Recommendation: Expand Test Proctoring Services

Expand test proctoring services.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 1. Low Priority
Supporting Evidence (SLO, WSCH, etc.): The DSPS program continues to enroll new students and the majority take advantage of the test proctoring accommodation. There are so many students requesting this accommodation for midterm and final exams, that each semester DSPS staff searches for additional space to use in order to serve students. Additional classrooms, space in the College Success Center, and faculty offices have been used for test proctoring.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Ways will continue to be examined to secure extra test proctoring space and perhaps relinquish coordination and management of test proctoring to the Testing Office once it is remodeled. In the interim, DSPS will continue to use classrooms, offices, etc., for test proctoring services during heavily impacted times (midterm and final exams). **Type:** Facilities	The DSPS Director, the Director of the Testing Office, and the Dean of Distance Education will be responsible for implementation and determination of budgetary impact and funding.		Yes