Assessment Report

Yuba Community College District

YC - DSP&S Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Executive Summary: DSPS acts as a vehicle to facilitate academic accommodations for students with disabilities at Yuba College. Academic accommodations are an essential component of educational planning for students with disabilities and their subsequent success. DSPS has been ensuring access for students despite cuts in its allocation from the State (over 50%) over the last three years. The loss of two faculty and two classified positions have severely compromised DSPS ability to generate needed services and specialized courses. As such the department has seen a drop in numbers of students served and less FTES that are generated. This loss equates to decreased funding for DSPS programming. On a positive note, DSPS faculty and staff work well with the high percentage of YC Adjuncts and new faculty as DSPS is essential for ensuring the timeliness and efficiency of accommodations and services. After reviewing Program Review with staff and faculty the most imminent need is to address the recommendation for re-hiring lost positions (For example One FTE Adpated PE and one FTE DSPS Counseling Faculty to replace the lost Learning Disability Specialist/Instructor position, one FTE Administrative Secretary, and one FTE Alternate Media Technology Specialist). Replacing these key positions better enable Yuba College to meet it's regulatory responsibility for ensuring access and generate needed revenue through the teaching of specialized courses and provision of services for students with disabilities.

Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

The following support classes are offered through DSPS as a means of ensuring equal access to other instructional programs: Learn 115 (Academic Strategies), Learn 155 Beginning Assistive Computer Technology), Learn 156 (Intermediate Assistive Computer Technology) Learn 251 (Academic Evaluation), PE 3 (Adapted Physical Education General), PE 4 (Low Impact Fitness), PE 6 (Adapted Total Fitness), PE 7 (Adapted Weight Training and Fitness), PE 9 (Adapted Weight Training and Recreational Activities),and PE 10 (Adapted Yoga and Cardio Fitness). Specialized courses offered by DSPS are developed to ensure the continuing success of students in other course work through the provision of individualized programming for holistic well being essential for academic achievement.

The academic accommodations and support services offered through DSPS act as a means of ensuring equal access to other instructional programs and include the following: testing proctoring, disability-related advising, computer lab/study areas, priority registration, equipment loan, advocacy, assistive computer technology software and training, assistance with educational plans, petitions, priority registration and learning disabilities evaluation.

If services are available, how do they demonstrate an increase in student success? The student surveys administered and focus group with graduates relative to student learning outcomes over the last two years indicate the classes, accommodations, and support services are considered exceedingly beneficial to students for access, independence and goal completion in terms of graduation, transfer, and or the achievement of a certificate. Increasingly, DSPS is learning from tracking student program outcomes that equal access to curricular and college activity fosters increased participation and opportunity for success.

Program Description : How is current and previous program review data used to refine and improve program or department practices? The current and previous program review data (researcher generated, student sign -in sheets, satisfaction surveys, SLO cycles, SARS reports, etc.) is analyzed by DSPS staff with the following questions in mind:
1. Is the number of students served in full capacity (e.g.. minimum of 4 contacts per year) fluctuating or remaining stable from year to year?
2. What DSPS support services are being used most consistently by students?
3. How have the graduation rates for DSPS students changed over the last few years?
4. What specialized classes (Learn and APE) being offered each semester are filling quickly and which classes have low enrollment?
The answers to these questions and the available data are used to develop programming for the following year. For example, decisions were made on what Learn classes were offered in Fall 2013 based on enrollment rates, Yuba College mission for basic skills and workforce development and direction from the State's Student Success Initiative. As another example, DSPS faculty created a work schedule to reflect the ebb and flow of new and returning students throughout the semester. Using SARS reporting features faculty were able to ensure a higher number of direct student service hours were available for students when most needed and with prescriptive educational planning in mind.

The following chart shows the change in student participation over the last three years:

DSPS Students Inactive Status
(0 Contacts) Active--some participation
(1-3 Contacts) Active--full participation
(4+ Contacts)
2010-2011 70 257 496
2011-2012 51 21 439
2012-2013 174 97 409

In reviewing the above chart, there may be several factors influencing the modest drop in students who are fully active in the DSPS program.
1. It may be reflecting the overall decrease in student population at YC over the last couple of years.
2. It may be reflecting the increase in online instruction. Some students are better able to mitigate the effects of their disabilities on their own through distance education and are not in need of accommodations or other DSPS services.
3. The loss of DSPS faculty and staff over the last few years has impacted the types and quantity of support services offered at this time resulting in a reduction in student participation.

The following table shows the total student visits to the DSPS department:
DSPS Student Visits 2011-2012 2012-2013
Totals from sign-in sheets 2,898 3,059
The above table suggests that even though the number of fully active students has decreased, those who are fully active are utilizing the facility with more regularity.

Anecdotal data is gathered from participation in interdepartmental meetings with Counseling and other Student Services and is also used during program planning. As example; Student Services identified core competencies (academic planning, use of campus resources, effective and efficient processes, and student self advocacy, etc.) that all departments agree upon as common to student success. In addition, DSPS continues to dialogue with vocational and developmental faculty relative to educational technology and prescriptive academic support. This is most notable with DSPS participation in the development of SLO's for Basic Skill programming.

Curriculum & SLO Assessment Summary :

What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
DSPS has incorporated several changes to improve the completion of degrees, certificates, and transfers:
1. DSPS has implemented a requirement for continuing services that includes regular communication with their disability advisor to discuss progress and update paperwork.
2. DSPS has expanded its availability of student advising by offering more “walk-in” appointments throughout the week and using technology for more student access to advising (e.g.. phone conferences, emails, cell phone texting, faxing).
3. At present, a current educational plan is not a requirement for participation in the DSPS program primarily due to the limited staff available for academic counseling. However, this requirement is being considered especially in light of its increasing importance for continuing eligibility for financial aid, priority registration, and other student support services. Currently, the DSPS program collaborates with CalWORKS, EOPS, and general Counseling in the development and updating of student educational plans.
4. DSPS staff has been significantly reduced over the last couple of years so expanding services to other campuses (e.g. Clearlake and Sutter) is not feasible at this time. However, DSPS staff are working with Clearlake and Sutter staff to facilitate the eligibility process for students unable to come to the Marysville campus. Clearlake and Sutter staff are assisting in arranging the academic accommodations on their respective campuses in collaboration with the Marysville staff.

Do you have any courses, certificates, or degrees that should be inactivated or expanded? If yes, please identify and justify your recommendations with data. At present, Counseling and DSPS is requesting to have access to data showing success and retention rates for the newly created English 105 course. Upon evaluation of the data, DSPS may collaborate with Counseling and Vocational Education programs to address the need for workforce readiness coursework and/or additional developmental offerings.

Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance? Yes, the Learning Assistance and Physical Education courses associated with DSPS have current CORs.

If applicable, how are teaching methodologies in your program or department assessed? The teaching methodologies employed in the Learn classes represent current trends including principles of Universal Design, multi-modal presentation, use of educational/assistive computer technology, and other practices used in the field. The teaching methodologies are assessed by the students through end-of-the-semester surveys. Recent student surveys have measured students' progress in attaining basic computer skills as well as satisfaction with the class. The student services component of DSPS includes measurements of student satisfaction for deaf and hard of hearing services and previous SLO data was collected in the form of student surveys in 2011-2012. (see additional documents in TracDat).

If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies? Depending on the assessments each semester, the teaching methodologies may be modified in the following ways:
? Edit/modify instructor-generated lessons and selection of text used in Learn classes based on student satisfaction surveys.
? Modify delivery of lesson (e.g. repetition, demonstration, hands-on, small group learning, use of assistive computer technology, flipped classroom, etc.)Anecdotal data garnered from the addition of web enhanced instruction over the last few years indicates students are learning to self regulate their studies. In addition students are learning to rely on outside classroom resources (web

sites/portal) which fosters independent learning.
? Increase/decrease use of supplemental materials such as web sites, handouts, instructor generated materials and online resources.

If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? Several of the Learn classes are enhanced with online features including use of email, access to class materials, and discussion board. The development of these skills are measured by the pre/post skills tests administered by the instructor and end-of-the-semester student satisfaction surveys. (See attached)

If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students? The DSPS Learn classes include web-enhancement. Support for use of the web-enhancing features is provided during class and through mini computer skills workshops offered by DSPS staff throughout each semester. DSPS strongly supports the development of a Yuba College technology resource center to assist students in all facets of college programming (online registration, degree audit, accessing grades, emailing instructors, upload/download of instructional materials, and troubleshooting technological issues).

How is your program or department applying sound principles of learning and teaching theory to its curriculum? DSPS incorporates the basic principles of universal design for instruction into the Learn classes. Faculty participate in monthly meetings with other professionals in the field of disability during which current teaching theory and best practices are discussed. Faculty attend the yearly statewide conference which sponsors many pull-out sessions addressing pedagogy and interventions that best address disability-related limitations. DSPS faculty work closely with adjunct Learn instructors on course materials, instructional practices, educational technology, and SLO assessment.

Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
During the 2012-2013 year, the following program and course SLOs were assessed:
Learn 155
Learn 251
DSPS program

For each of the above, how did the assessment data influence program, department and/or course improvement? Evaluating the assessment data resulted in the following:
Learn 155 - some modification of class requirements, assignments, and examinations.
Learn 251 -the development of a short student survey to be completed at the end of each scheduled appointment as an additional assessment of the SLO.
DSPS program - generation of a renewed interest in exploring the feasibility of a Workforce and College Readiness Certificate and revise specific Learn courses to reflect the certificate. A commitment was made to expand outreach activities on campus with the goal of encouraging more students to be proactive in establishing DSPS eligibility and requesting support services early in their college experience.

Industry Trends and Program Data Analysis : How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
Four DSPS goals that align with the above include:

1. Develop the Learning Assistance program to better address the workforce readiness needs of students and preparation for vocational educational programs offered at the College.
2. Revise job descriptions of staff and student workers to include bilingual skills as "desirable".
3. Continue contractual work assessing students for learning disabilities through Yuba/Sutter County CalWORKs program to address increasing employment skill needs within the local community of those individuals preparing and entering the workforce.
4. Continue to request replacement faculty position with a vocational rehabilitation/counseling hire.

How is your program or department direction driven by empirical data? The above goals result from several sources of data relative to Industry Trends and Program Analysis and include YCCD Student Success Scoreboard FY 11-12, Employment Development Department (EDD), past DSPS Program Reviews

DSPS management and staff regularly attend regional/statewide meetings and conferences during which trends/changes within the student support services field and accompanying data is shared. Also, SLO cycles have been completed for the past three years that have included direct measures of student assessment that includes last year's student focus group data on characteristics that correlate with degree attainment.

Future Goals and Program Direction:

E16. How do program or department goals align with stated Yuba College goals?
Short term goals for the DSPS program have been developed into the following (taken from Program Review):
1. Continue initial efforts to re-hire the Learning Disabilities Specialist position lost through retirement at the end of the 2011-2012 year.
2. Expand assistive computer technology training offerings to the Clearlake Campus and new Sutter Center, first through periodic workshops and, as the demand necessitates, develop and offer Learning Assistance courses.
3. Collaborate with Yuba College Adapted Physical Education (APE) faculty in developing a more streamlined process for referral APE students for DSPS services and periodic revision of APE Course Outlines of Record (COR).
4. Continue to hire part-time sign language interpreters as needed to provide services for deaf and hard of hearing students.
5. Continue to collaborate with IT and other student support service programs in developing a uniform process for tracking student usage in labs and study areas. In addition to tracking usage hours, the program needs to be able to interface with Datatel, run reports on student participation in program activities, keeping rosters for positive attendance classes, and allow students to self-schedule appointments and proctoring exams.
6. Continue to address the lack of a dedicated staff position responsible for alternate media production. At present, some of the essential functions of the prior Alternate Media Specialist (lost through retirement) position have not been addressed to date which can leave the District vulnerable when academic accommodations are not able to be provided through the formal, efficient process.
7. Revise the Learning Assistance classes pertaining to DSPS. Yuba College DSPS staff are working with Lake County Campus on this endeavor. A large part of this process involves ongoing discussion and possible re-structuring of the LA program. DSPS staff is currently working with other LA faculty, members from the Basic Skills Initiative committee, and with consultation with general counselors and English and Math faculty.
8. Continue initial efforts to re-hire the Administrative Secretary position lost through in-house transfer at the end of the 2011-2012 year.
9. Continue to actively participate in the Basic Skills Initiative committee and attend the weekly Counseling meetings.
10. Continue to address ongoing DSPS test proctoring limitations given current DSPS staffing and available space. A collaboration with Testing Office has resulted in their assistance in proctoring final exams for the Fall 2012 semester; however, a long term solution needs to be developed.

Long term goals for the DSPS program have been developed into the following:
1. Build on initial discussion with Distance Education (DE) program on the possibility of developing a hybrid faculty position that can serve the needs of both departments. A job description of the proposed position has been drafted by the Director of DSPS and DE Dean and was forwarded to HR and the unions.
2. Continue to work with User Groups for scheduled new construction projects and building remodels to include accessible furniture and assistive computer technology stations in all classrooms/labs/study areas.
3. Revitalize the DSPS Advisory Group to encourage participation by additional stakeholders within the local communities and secondary schools, promote more frequent meetings, and collaborate on future community projects.
4. Develop a solution to the continuing limitation of test proctoring. This will likely result in designation a campus-wide testing area that will serve all proctoring needs.--ESL students, DSPS students, make-up tests for all students, instructor-requested proctoring, etc.
The following shows examples of the alignment of DSPS goals with those of Yuba College:

Yuba College Goal #3: Steward our institutional resources with increasing effectiveness and efficiency. DSPS has developed several short and long term goals that align with Goal #3. DSPS short term goal #1 addresses an expansion of assistive computer technology to the Clearlake Campus and Sutter Center through training workshops and assistance with the development of Learning Assistance classes not offered at those sites. DSPS short term goal #3 addresses the need to assist students with disabilities through the eligibility process in order to determine appropriate accommodations/support services and specialized coursework such as adapted physical education. DSPS continues to work with PE faculty to streamline this process. DSPS short term goal #5 addresses the longstanding need for a uniform process of tracking student usage in labs and tutoring centers. DSPS has been involved in the decisions regarding choice, training, and implementation of a college wide tracking system. DSPS short term goal #6 addresses the continuing need for high tech lab maintenance and alternate media production due to loss of DSPS dedicated staff. DSPS has collaborated with IT to define duties and create a workable situation that involves cross-training and absorption of some essential tasks by existing staff from both DSPS and IT. DSPS short term goal #10 and long term goal #4 address the continuing need for test proctoring. DSPS staff and Testing Center staff continue to discuss possibilities for a future college wide testing center that would include test proctoring with accommodations. DSPS continues to "lose" test proctoring rooms for other purposes resulting in fewer students being served in that capacity. The following data from SARS Grid shows test proctoring for the past two years:
DSPS Test Proctoring Services 2011-2012 2012-2013
Total tests arranged and proctored 1,006 917
DSPS long term goal #1 addresses the need to replace lost positions in both departments. Discussion has been initiated to explore the possibility of developing a hybrid faculty position that serves the assistive computer technology needs and distance education needs of the college.

Yuba College Goal #5: Design our programs in such a way as to allow students to complete their educational goals in a timely manner. And Yuba College Goal #7: Improve the quality of the student experience at all our campuses and centers. DSPS short term goal #2 addresses the need for assistive computer technology access and training on the Lake County Campus and Sutter Center. Marysville staff performs routine maintenance at Lake County campus on dedicated computer stations and provides periodic staff training on the use of assistive computer technology. Discussion continues on planning future training workshops for students at both Lake County campus and Sutter Center. DSPS short term goal #6 addresses the continuing need to keep the high tech lab running efficiently and the provision of alternate media. Students requiring these accommodations for equal access need them to be arranged and accessible in a timely manner. Long waits for the production of alternate media or technology that is in disrepair is inexcusable and creates a legal vulnerability on the part of the College. DSPS short term #7 addresses the need to expand the Learning Assistance offerings at the Lake County campus and initiate them at the new Sutter Center, specifically courses in academic strategies and assistive computer technology. The development of computer skills and efficient learning strategies when beginning college are essential for all students and especially critical for students with disabilities because they provide mitigation for educational or functional limitations.

Yuba College Goal #8: Develop partnerships to enhance educational resources and student opportunities. In addition to other Yuba College Student Support Services, DSPS has developed and maintained partnerships with the following local institutions and agencies:
Local high school special education departments
County Mental Health
Sutter County One Stop
Adult Education
California Department of Rehabilitation
Alta California Regional Center
Pride Industries
FREED
In Alliance
The partnerships result in smoother and more appropriate referrals as well as an expedited eligibility process for support services. Currently, DSPS works individually with specific social workers representing their agency or institution. Up until recent years, DSPS has coordinated a local advisory board that met yearly to share resource information and assist in program planning.

YCCD Board of Trustees Vision
E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? DSPS supports the YCCD Vision Statement in the following ways:
1. By providing beginning and intermediate instruction in essential computer skills and assistive computer technology. In addition, DSPS offers fully accessible computer stations on each campus that are equipped with current versions of specialized software typically available in the modern work environment. Students are instructed in the use of such software to mitigate disability-related limitations as well as increase overall efficiency in producing academic work.
2. By providing consultations with instructors and in-service workshops on disability law, universal design for education, assistive computer technology, and assessment for learning disabilities.
3. By providing open lines of communication with active DSPS students to foster an improved management of disability and strong instructor/student rapport.

Equipment/Technology
Technology

F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)? DSPS has a computer lab with 16 computer stations and 5 study/test proctoring rooms with computer stations. Two of the computers in the lab are not functioning at all at this time and there are several minor computer issues that need to be addressed. The Learn 155 and Learn 156 classes are taught in the DSPS computer lab because of the configuration of the classroom, and accessibility of all the computer stations, and the availability of the specialized software taught as part of the curriculum.

DSPS also has various accessible(some part, some fully accessible) computer stations around campus including the following locations: EOPS lab, Math lab, Library/Media Center, CSC, WLDC, and ESL classroom. Due to the loss of the Alternate Media Specialist, the maintenance and repair for all the computers falls under IT. One IT employee was sent to the CCCCO High Tech

Center Training Unit to receive specialized training on ACT hardware/software. In addition, the Sutter Center has an ACT computer station available to students as does the Lake County Campus. However, the only training or assistance for ACT available at this time is on the Marysville campus and provided by DSPS staff.

The four key software programs provided as academic accommodations need to be updated to the latest versions--Dragon Naturally Speaking, Kurzweil 3000, ZoomText, and JAWS.

Evaluation for learning disabilities utilizes standardized measurement instruments that require specialized software to score and create reports. At present, only one office computer has the appropriate scoring programs installed and connected to the Chancellor's Office database. This puts the LD Specialists in a troublesome situation in that they are dependent solely upon one older computer to score the tests and upload information to the Chancellor's Office database. There is a strong need to have the software available on a minimum of two additional office computers regularly used by the learning disabilities specialists.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related). Several replacement items such as keyboard/mouse support units, headsets with mics, and ergonomic keyboards are needed in the DSPS lab. DSPS owns five Williams Sound Systems for use by students who are hard of hearing. One of these is not working properly and one is on loan to WCC.

Facilities

G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain. The only computer lab on Marysville campus that is fully accessible and loaded with assistive technology is the DSPS lab located in the 1800 building. Since the number of computer stations is limited by space, the class caps are set at sixteen. The ability to instruct a higher number of students is further limited when computers are "down" for repairs. There are several single, accessible computer stations in areas on the Marysville campus--EOPS, Media Center, and Library. There are several computers loaded with specialized software (older versions because the software was supplied by DSPS several years ago) in the ESL and WLDC labs that are used for instruction and during tutoring sessions. IT maintains these computer labs. DSPS continues to strongly promote a goal to make all computers in all labs on all the campuses fully accessible as a means of providing "equal" access rather than "separate but equal" access.

As mentioned in an earlier response, DSPS is experiencing the loss of some if its test proctoring rooms to other purposes such as alternate media production and instruction. As a result, some students are not being provided with the specific accommodations stated on their Accommodations Agreement form during heavily impacted times.

Faculty

H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain. No. There is one full time faculty position (Learning Disability Specialist) which includes some instructional duties. However, the position's primary direct student contacts consist mostly of disability-related advising, evaluating disability documentation, determining academic accommodations, learning disability assessment, and advocacy. The recent loss of the full time Learning Disability Specialist/Instructor has not been refilled. The replacement of this position is a critical need for both the DSPS department and the Learning Assistance instructional program. The following data from SARS Grid shows the impact of the loss of the LD Specialist

position:
2011-2012 2012-2013
Total student appointments with faculty 1,269 780

Staffing
I22. Does this program have adequate technical/clerical staff to support a high quality program? No. The recent losses of the Administrative Secretary and Alternative Media Specialist positions have significantly thwarted the department's ability to provide academic accommodations and support services in a timely manner. Since the loss of both these positions, clerical help has been hired for temporary periods of time only. Both these positions require specialized skills and knowledge to work effectively within the department. As a result, training and supervising temporary staff usually places additional demands on the permanent staff for extended periods of time and the turnover (by default when hiring temporary staff) further taxes the resources of the department.

Faculty and Staff Support and Professional Development
J23. In the last year, what professional development or networking has faculty and/or staff participated in? DSPS faculty and staff have participated in the following during the 2012-2013 year:
1. Ongoing counselors' meetings and in-service workshops
2. Participation in several webinars/teleconferences for assistive computer technology
3. Monthly regional DSPS meetings/trainings (hosted one meeting)
4. Annual state conference (co-facilitated one workshop)
5. Collaboration with local agencies (e.g. Depart. of Rehab)
6. Collaboration with APE instructors/PE department

J24. How did these activities contribute to student success? (include supportive data) DSPS faculty and staff gleaned valuable information and trainings in the "nuts and bolts" of providing support services which resulted in the following:
1. Helped staff to streamline referrals and the arrangement of accommodations and support services to students.
2. Assisted instructors in blending in "best practices" activities and techniques into instruction and advisement.
3. Enabled DSPS staff to stay abreast of changes in the law, current court cases, and political trends.
4. Enabled DSPS staff to update skills on assistive computer technology and training techniques.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity? Just by definition, DSPS literally exemplifies support services for basic skills students, other specialized populations, and inclusive classroom environments!

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program? The following are suggestions for not-too-distant future staff development activities:
1. Hands-on training and "department-specific" consultation for CurricuNet and TracDat including SLO revision/assessment/evaluation/program plan cycle.
2. Workshops on accessing and interpreting data for program review.
3. Workshops on crisis intervention facilitated by college staff, mental health practitioners, emergency personnel, and campus police.

Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements? Upon review of the above responses, DSPS considers its current short and long term goals to be relevant and important for the continuing improvement of the program.

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - Expand and update computer hardware, software, and Assistive Computer Technology (ACT) in labs at Clearlake Campus and Sutter Center. Expand training offerings, first through periodic workshops and, as the demand necessitates, develop and offer Learn 155 and Learn 156 classes at both sites.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Continue efforts to re-hire the Learning Disabilities Specialist position lost through retirement at the end of the 2011-2012 year.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Collaborate with Adapted Physical Education (APE) faculty in developing a more streamlined process for referral of APE students to DSPS for support services, revision of Course Outlines of Record, and expansion of coursework				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Revise the Learning Assistance classes pertaining to DSPS. Yuba College DSPS staff are working with Lake County Campus on this endeavor. A large part of this process involves ongoing discussion and possible re-structuring of the LA program. DSPS staff is currently working with other LA faculty, members from the Basic Skills Initiative committee, and with consultation with general counselors and English and Math faculty.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Continue efforts to re-hire the Administrative Secretary position lost through in-house transfer at the end of the 2011-2012 year. Continue to hire temporary, part time staff to fill critical needs until permanent position is OK'd				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Continue to address ongoing DSPS test proctoring limitations given current DSPS staffing situation and loss of available space. DSPS promotes establishing a campus-wide testing area that would serve all proctoring needs including ESL students, DSPS students needing accommodations, make-up tests, and instructor requests for test proctoring. DSPS was responsible for arranging and administering 1,006 exams in 2011-2012 year and 917 exams in 2012-2013 year.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Revitalize the DSPS Advisory Group to promote discussion and collaboration by stakeholders within the local communities and secondary schools.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Arrange and facilitate in-service workshops for staff and students to promote awareness of disability law, universal design for instruction, use of assistive computer technology, and educational websites to augment instruction. In addition, DSPS strongly promotes the concept of a technology resource center where students and staff can get assistance with technology issues and training. One suggestion is the resource center would host a "Smart Phone Summit" where ideas, applications, tech tips/tricks, new technology, etc. can be shared and demonstrated.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Continue to address the lack of a dedicated staff position responsible for alternate media production. At present, some of the essential functions of the prior Alternate Media Specialist (lost through retirement) position have not been addressed which can create a legal vulerability on the part of the College.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Continue to collaborate with IT and other student support				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
service programs in developing a uniform process for tracking student usage in labs and study areas. In addition to tracking usage hours, the program needs to be able to interface with Datatel, run reports on student participation in program activities, keeping rosters for positive attendance classes, and allow students to self-schedule appointments and proctoring exams.				