

Comprehensive Student Services Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name: Disabilities Support Program

Year of Last Comprehensive Review: 2014/2015

Year of Last Mini Review, if applicable: N/A

Preparers' Name(s): Robin Salak

Area Dean: Victor Garza, Associate Dean

A. Overview of the Department/Program

- 1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

The Disabilities Support Program (DSP) provides support services and instructional programs for students with disabilities attending Evergreen Valley College. The program promotes student independence and works to make campus classes, facilities, and services accessible to students with disabilities.

The Mission of the Disabilities Support Program (DSP) is to enable a diverse population of students with a broad spectrum of disabilities to participate in and access all aspects of the college community. The Disabilities Support Program is committed to accessibility for all students, and ensuring that EVC DSP students are fully integrated, productive and assertive participants in their own educational process.

A variety of academic adjustments, auxiliary aids, and services are available to eligible students, including American Sign Language interpreters, captionists, note-takers, recording of lectures, test proctoring with accommodations, disability-related counseling, and the provision of assistive technology. The DSP has an extensive array of specialized equipment, hardware and software that can be used by and are often loaned out to our students in an effort to accommodate educational limitations.

The DSP currently offers three Educational Assistance Classes per semester:

Two courses per semester are offered in Adaptive Physical Education (APE). Adapted Cross Training is PED 22A, and Adapted Strength Training is PED 56A. APE had been low enrolled since fall 2013; however, the two courses have been enrolled to capacity and beyond during spring 2017 and fall 2017. It is our goal to first add more sections of these two courses, and then to write additional APE courses. This would be dependent on funding through the Physical Education Department and the Social Science, Humanities, Arts & Physical Education (SSHAPE) Division, as the DSP funds the two currently offered APE courses per semester, with the help of Educational Assistance Class Revenue generated from these courses, but is unable to fund any additional courses.

One course per semester is offered in Individualized Instruction/Supervised Tutoring (II210). This is an open enrollment, zero unit lab, where students receive one-on-one tutoring in basic skills, study skills, and in academic subject areas. Tutors are specially trained and supervised by the DSP Coordinator, and utilize special techniques and strategies.

The DSP has been offering a tutoring and Early Alert "wrap-around" service since February of 2016, where we reach out to students and their instructors to determine each student's particular learning needs. We, then encourage these Early Alert students to utilize our services, including tutoring. Or, if they are having difficulties that can't be

remedied, we encourage them to drop their class(es). This program has been extremely successful for our DSP students, and the majority of these students either pass their problematic class(es) or at least drop them if passing is not possible.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 as amended, Title V of the State of California Education Code as amended, and the Americans with Disabilities Act of 1990 as amended.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

During the last comprehensive Program Review, the 2014/2015 Program Plan goals were listed as well as goals under a section entitled, "Areas That Need to be Addressed." The following is an update on both sets of goals:

2014/2015 Program Plan Goals:

I. Long-Term Goals:

1. Provide accommodations and services to students with Disabilities at Evergreen Valley College, despite budget/staffing cuts.
 - Updates on Goal:
 - a. Received \$7,000 in VTEA/Perkins IV funds, but only \$950.90 was spent. This money was designated for overload for the DSP Coordinator and DSP Counselor to work with students at the end of May and in June 2015 to provide eligibility and accommodations for summer students. Despite numerous attempts on the part of the DSP Coordinator, V.P.S.A. Archuleta refused to approve the overload. The Coordinator explained that the DSP would have to return the PERKINS IV funds and the DSP students would suffer by not receiving their accommodations in a timely manner. It was only after students complained to the Office for Civil Rights and to the State DSPS that V.P. Archuleta hired someone (not the DSP Counselor or Coordinator). By the time she hired this person, only \$916 was spent in salary and \$34.10 in benefits (total spent was \$950.90).
 - b. Continued to streamline procedures and revise forms.
 - c. Continued the process of completing and updating the Student Learning Outcomes, and SLO Matrix on time.
2. Continuously educate the campus community, to ensure understanding and acceptance regarding disability issues, adherence to the laws that protect the rights of students with disabilities, and following DSP procedures.
 - Updates on Goal:
 - a. Presented at Division meetings and in classrooms.
 - b. Periodically e-mailed out pertinent updates to the campus.
 - c. Participated in campus events, such as the Spooktacular.

II. Short-Term Goals:

1. Meet with DSP Advisory Board a minimum of once per academic year.
 - Updates on Goal:
 - a. Title V relaxed the way in which the DSPS Advisory Board must meet; therefore, we hosted Advisory Board meetings "virtually" via e-mail in May 2015, 2016, and 2017.
2. Stay abreast of all issues (legal and otherwise) concerning DSP&S.
 - Updates on Goal:
 - a. Read and participated in Listserve discussions.

- b. Read pertinent articles.
 - c. Attended Region IV Coordinator's meetings.
 - d. Attended DSP&S trainings.
 - e. Attended disability-related professional development conferences, workshops, and trainings.
3. Continue to minimally recruit during on-campus events only, since the DSP is no longer actively recruiting outside of EVC (per directive from the administration).
- Updates on Goal:
 - a. Due to staffing cuts, the DSP was not able to participate in the Early Admission Program and was not able to collaborate with East Side Union High School District (ESUHSD) in 2014/2015 or 2015/2016.
 - b. The DSP was able to participate in the Early Admission Program and collaborate with ESUHSD in 2016/2017.

Areas That Need to be Addressed:

1. Hire three permanent full-time classified employees (Adaptive Media Technology Specialist I, Program Specialist, and Staff Assistant II or Program Assistant), in order to restore the infrastructure's foundation:
 - Updates on Goal:
 - a. Hired an Adaptive Media Technology Specialist I in June of 2015 to replace an employee who retired.
 - b. Rather than hiring a Program Specialist, the DSP created and hired a new position, Assistive Services Specialist in August of 2016.
 - c. Hired a Program Assistant in February of 2017.
2. The DSP needs to begin recruiting and promoting its program to outside agencies and schools.
 - Updates on Goal:
 - a. Collaborated with ESUHSD's Career & Vocational Program (a program for students with disabilities), and on February 16, 2017 hosted an event with 150 ESUHSD high school seniors with disabilities from various ESUHSD high schools.
 - b. Participated in the annual ESUHSD Transition Fair on March 13, 2017.
 - c. Participated in the annual College & Career Resource Fair at Oak Grove High School on October 20, 2017.
3. The District Office needs to accurately report the MIS data so that the DSP does not lose vital State funding.
 - Updates on Goal:
 - a. There have still been inaccuracies by our District Office ITSS staff, particularly on the part of the Director of Enterprise Application Services, in accurately reporting our MIS data. In addition, communication has been lacking on the part of the Director of Enterprise Application Services, where he doesn't respond to e-mails or phone calls. In addition, when he finally does respond, he informs us that he will complete something pertaining to MIS for us, but doesn't follow through with the task.
4. Lack of District policies make it difficult to provide accommodations and services in a timely manner. Such District policies are:
 - a. Substitution/waiver policy for students with disabilities.
 - b. Fundamental alterations policy and committee.
 - c. Electronic and Information Technology (E&IT) Policy
 - Updates on Goal:
 - a. No District policies have been developed, as described above.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

1. Served more than 100 additional students that we received State funding for in 16/17 as compared to 15/16 (313 in 15/16 and 418 in 16/17).
 - a. Increased the number of EVC DSP students that we received State funding for by 97 students in 2016/2017 as compared to 2014/2015:
 - Served 321 students for State funding purposes in 2014/2015.
 - Served 313 students for State funding purposes in 2015/2016.
 - Served 418 students for State funding purposes in 2016/2017.
 - How This Contributes to the College's Mission and Success:
 - a. Supports College Mission, because an increase in DSP students served means an increase in accommodations for students, which often helps them to succeed in school.
 2. Participated and collaborated with on campus Special Programs, and community partners.
 - a. Participated in the annual Special Programs Awards Ceremony at EVC since its inception on May 27, 2010.
 - b. Conducted annual "virtual" DSP Advisory Board meetings each spring, in compliance with Title V.
 - c. Hosted an ESUHSD DSP event in spring 2017, and participated in two off-campus outreach events – one in spring 2017 and one in fall 2017. - How This Contributes to the College's Mission and Success:
 - a. Supports College Mission and success because hosting and participating in outreach events will bring more students to our campus.
3. Increased staffing:
 - a. Hired a full-time Adaptive Media Technology Specialist I in June of 2015 to replace an employee who retired.
 - a. Hired a full-time Assistive Services Specialist in August of 2016, paid for with Equity funds that we strongly advocated for.
 - b. Hired a full-time Program Assistant in February of 2017.
 - c. Received Equity funding for 35% additional Counseling hours for 17/18 and hired an adjunct Counselor who started working at the beginning of fall 2017 semester (our full-time Counselor is working 20% of those additional hours through overload, and the adjunct Counselor is working 15%). Students are still having to wait approximately one month for a DSP Counseling appointment, so we are working on obtaining additional funding to offer more Counseling hours.
 - d. Hired a new adjunct Adaptive PE (APE) instructor who has been teaching two separate classes each semester (rather than one), beginning spring 2017. The classes have been full and there is a need to offer additional APE classes.- How This Contributes to the College's Mission and Success:
 - a. Additional staffing has greatly benefited our students. We have additional counseling appointments, better customer-service, greater ease in receiving timely accommodations, increased blocked testing hours, and additional Adaptive PE classes. This is in line with the College's Mission and success because this is more equitable for our students and provides more opportunity for success.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

1. Offer Learning Disabilities (L.D.) testing. Despite receiving \$9,700 in one-time money, tied to our 2014/2015 Program Review, to purchase the various L.D. testing batteries, the DSP was unfortunately not supported with additional funding to offer L.D. testing. It is our goal to reestablish a full-time L.D. Specialist faculty position who can test and also teach much needed Educational Assistance Classes; however, if that is not possible, we would like to receive additional funding to offer some L.D. testing through overload and/or adjunct testing hours.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - a. In line with the college's Mission of 'Equity, Opportunity, and Social Justice'.
 - b. In line with the Strategic Initiative of being Student-Centered, as offering L.D. testing will increase access and services to help ensure student success.
2. Receive funding to hire an additional full-time DSP Counselor. Even with .35 FTE of additional DSP Counseling hours, our students are still waiting approximately one month to see a DSP Counselor.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - a. In line with the college's Mission of 'Equity, Opportunity, and Social Justice'.
 - b. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services by allowing DSP and potential DSP students to meet with a DSP Counselor much sooner, thus increasing their student success.
3. Increase the DSP Coordinator's calendar from a ten-month faculty position to an eleven-month faculty position. This would provide additional faculty coverage for DSP students during winter and/or summer intersessions.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - a. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because the DSP must provide accommodations during all times that classes are offered.
 - b. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services to DSP and potential DSP students, thus increasing their student success.
 - c. In line with the Organizational Transformation Strategic Initiative, by valuing the Coordinator as a vital member of the DSP.
4. Add additional Adaptive Physical Education (APE) courses. In 2016/2017, the DSP spent approximately \$20,000 to purchase a variety of adaptive PE equipment and supplies. We have already seen an increase in the demand for APE courses since the purchasing of this equipment and supplies, as we are now offering two courses per semester, rather than one, and both classes are full. Offering additional courses would be dependent on funding support through college general funds or through the Physical Education Department and the Social Science, Humanities, Arts & Physical Education (SSHAPE) Division, as the DSP is only able to fund the two current APE classes per semester. APE is an Educational Assistance Class (EAC), and it is important to note that EACs more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - a. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because offering additional APE courses would be beneficial for current DSP students, and would most likely bring in more students to the campus.

- b. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services to DSP and potential DSP students, thus increasing their student success.
- 5. Hire a part-time permanent Instructional Assistant for APE, to fill this vacant position.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - c. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because currently this vacant position is being filled by a student worker. Hiring a permanent part-time employee will provide consistency to the courses, the DSP program, and to our students.
 - d. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services to DSP and potential DSP students, thus increasing their student success.
- 6. Hire adjunct instructors to offer DSP Educational Assistance Classes once again, in the areas of adaptive technology, speech/language, memory, student success, writing, reading, and mathematics. It is important to note that EACs more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - a. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because offering Educational Assistance Classes would be beneficial for current DSP students, and would most likely bring in more students to the campus.
 - b. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services to DSP and potential DSP students, thus increasing their student success.
- 7. Receive funding to hire tutors. Currently, we utilize tutors through Financial Work Study, Service Learning, and other student volunteers.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - c. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because offering additional tutoring would greatly benefit our DSP students.
 - d. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services for DSP students, thus increasing their student success.
- 8. Receive funding for Deaf and Hard of Hearing (DHH) Services (ASL interpreting and captioning), once we deplete our DHH allocation from the State. These funds should come from the District Office, rather than college general funds.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - e. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because DHH expenses deplete the DSP's budget which could greatly help our students in other ways – such as being able to offer additional services, appointments, and classes.
 - f. In line with the Strategic Initiative of being Student-Centered, because it will increase access and services for DSP students, thus increasing their student success.
- 9. The District Office's ITSS department needs to provide better communication with the DSP and must develop a system to accurately report the MIS data so that the DSP does not lose vital State Categorical funding.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - g. In line with the college's Mission of 'Equity, Opportunity, and Social Justice', because MIS means funding and funding is crucial to offer services to our students.
 - h. In line with the Strategic Initiative of being Student-Centered, because MIS means funding and funding is crucial to offer services to our students.

- i. In line with the Organizational Transformation Strategic Initiative because the DSP needs to be valued and empowered, and from the treatment we have received in recent years by the District Office’s ITSS Director of Enterprise Application Services, we don’t feel this way.

10. The District Office must do the following:

- a. Develop and adopt a Substitution/Waiver policy for students with disabilities.
- b. Form a Fundamental Alterations Committee and develop and adopt a policy.
- c. Develop and adopt an Electronic and Information Technology (E&IT) Policy.
 - How This supports the College Mission, Strategic Initiatives and Student Success:
 - j. In line with the college’s Mission of ‘Equity, Opportunity, and Social Justice’, because these policies and the one committee will greatly benefit DSP student and the entire campus.
 - k. In line with the Strategic Initiative of being Student-Centered, because these policies and the one committee will enhance student success.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	Two
Part-time faculty	Two
Full time Classified	Three
Part-time Classified (permanent)	Once vacant position
Part-time Classified (hourly)	Zero
Administrators	One (25% for DSP) – oversees other departments
Student workers	Six

B. Program Quality

1. Describe the impact of the program’s service offerings to the students and the campus.

The Disabilities Support Program (DSP) provides support services and instructional programs for students with disabilities attending Evergreen Valley College. The program promotes student independence and works to ensure that campus classes, facilities, and services are accessible to students with disabilities

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

Disabled Students Programs and Services (DSP&S) at the California Community Colleges Chancellor’s Office conducted a study on its allocation formula in 2015-2016. EVC’s DSP was selected to participate in this study. This study resulted in a new allocation formula which will be in effect starting this current fiscal year (2017-2018). It is our hope that the new allocation formula will provide additional funds to the EVC DSP, but at this time, the impact is still unknown.

The portion of the California Code of Regulations, Title V, that pertains to DSP&S was re-written in fall 2016 and went into effect on June 1, 2016. Although the new regulations required a great deal of time on the part of EVC DSP staff to learn and implement the new regulations, which involved new forms and procedures, the impact has been positive for our students. The two main areas that have positively affected our students are:

- a. The Student Education Contract was changed to an Academic Accommodation Plan (AAP). AAPs only have to be completed one time with the student (unless changes are necessary), as opposed to completing SECs annually. This saves time on the part of the DSP Counselors and Coordinator as well as the students, and also allows students to receive continued services each academic year without having to meet with the DSP Counselor or Coordinator to complete and sign a new form.
- b. The eligibility requirements for each disability category has been changed to allow for more professional judgement on the part of the DSP&S Specialist (Counselor, Coordinator, and L.D. Specialist.), and has broadened the type of disability documentation that a student is to provide. This has positively impacted our students because there are fewer “hoops” to “jump through” Now, more students who have disabilities can be served by our program.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

As mentioned in B2 above, the portion of the California Code of Regulations, Title V, that pertains to DSP&S was re-written in fall 2016 and went into effect on June 1, 2016. In order to ensure compliance our program shifted our processes in the following ways:

- a. Coordinator and Counselor attended a training session through the Chancellor’s Office DSP&S.
- b. Coordinator and Counselor studied the new regulations, discussed the changes, and developed a “game plan” for our program.
- c. Coordinator created a “cheat sheet” for DSP staff on the new regulation changes and the new disability codes and met with staff members individually and in groups to ensure an understanding of new procedures.
- d. New Disability Codes were implemented on SARS Anywhere and on Colleague beginning June 1, 2016.
- e. Coordinator created a variety of new forms and documents, in compliance with the new regulations.
- f. Coordinator and Counselor reviewed student files, and changed certain disability codes, per the new Title V regulations.
- g. Coordinator and Counselor met with students to discuss accommodations in an interactive process, and to fill out and sign the new AAP forms.

4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.

The DSP does not track success for our students. We look at the number of students served per year, as well as how accurately our students answer our Student Learning Outcomes survey questions.

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

Information concerning the DSP on the website, catalog, schedule of classes, and our information sheet are accurate and consistent. The DSP continuously updates this information to ensure accuracy and consistency.

In terms of MIS data, there continues to be inaccuracies by our District Office ITSS staff, particularly on the part of the Director of Enterprise Application Services. In addition, communication has been lacking on the part of the Director of Enterprise Application Services, where he doesn’t respond to e-mails or phone calls. In addition, when he finally does respond, he informs us that he will complete something pertaining to MIS for us, but doesn’t follow through with the task. These same issues are being experienced by the San Jose City College Student Accessibility Services (formerly DSP) program as well.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

The Disabilities Support Program works diligently to address the needs of the diverse student body, which of course includes students with disabilities. Providing services in alternative delivery methods is our specialty. If language is a barrier, we try to utilize someone in the student's native language to "lay" interpret. Currently, we have student workers who can speak Spanish and Vietnamese, which helps when there is an imminent need. Each DSP staff member is extremely patient, and will utilize many different methods and techniques in order to address the needs of our students, which may include technology, including adaptive technology.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

- a. Communication within the program is excellent. We have a monthly staff meeting to discuss issues. The Coordinator and the Associate Dean also have a scheduled monthly meeting. In addition, DSP staff members communicate on a daily basis through e-mail, phone, and face-to-face discussions. Our Associate Dean is also extremely responsive and responds quickly to our needs.
- b. Communication with students served is excellent. Our SLOs support this. If a student has a particular need, they can come into our office, or call or e-mail us, and we respond quickly.
- c. Communication with other departments, including Academic Affairs is good for the most part. The heads of Student Affairs (this includes the DSP Coordinator and the Associate Dean) meet twice per month, and then communicate information to their respective departments. The DSP works with the various Student Affairs departments, because we serve overlapping students. Deans, faculty members, and Classified staff in other departments seem to understand the importance of working with the DSP, and communication occurs in both directions and is typically quite helpful and positive. The only area that needs to be improved is that we need more financial support from the college so that there is more equity in student success with our students.

C. Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics.

Program Demographics F13-F16			
Gender	Students served	% of Total	EVC Headcount/% of Total
Female	684	52.37%	4,748/ 53.91%
Male	619	47.40%	4,029/ 45.74%
No Value Entered	3	0.23%	31/ 0.35%
Age	Students served	% of Total	EVC Headcount/% of Total
17 & Below	55	4.21%	474/ 5.38%
18-24	713	54.59%	5,262/ 59.69%
25-39	313	23.97%	2,071/ 23.49%
40 & Over	223	17.08%	998/ 11.32%
Unknown	2	0.15%	11/ 0.12%
IPEDs (Race Ethnic Classification)	Students served	% of Total	EVC Headcount/% of Total
American Indian	7	0.54%	47/ 0.53%
Asian	298	22.82%	3,453/ 39.20%
Black or African American	88	6.74%	239/ 2.71%
Hawaiian/Pacific Islander	2	0.15%	44/ 0.50%
Hispanic	523	40.05%	3,380/ 38.37%
Two or More Races	57	4.36%	220/ 2.50%
Unknown	139	10.64%	826/ 9.38%
White	192	14.70%	600/ 6.81%

a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

The DSP data was generated from MIS data that I supplied to EVC’s Research Analyst. The student count total was different than what was reported to the State Chancellor’s MIS department for a variety of reasons, the main one being that the Program Review data is an average snap shot. So, for purposes of this Program Review, I am using this average snap shot data to look at gender, age, and race, and to compare this information to EVC’s data. I am not looking at this data for total number of students served year to year for DSPS State funding. That information is as follows:

- 2013/2014 – 331
- 2014/2015 – 321
- 2015/2016 – 313
- 2016/2017 – 418
- Total: 1,383

Note: The above data concerning students served are only for those students we received State funding for, based on contacts per year and EVC course enrollment. The DSP serves more students than we receive State funding for.

Based on the above information concerning students served year to year, the DSP decreased slightly in 14/15 and 15/16, and then increased considerably in 2016/2017. This is most likely attributed to receiving additional funding for staffing, and new Title V regulations in counting students served for DSPS State funding.

b. Are there any gaps in the students served compared to the college demographics?

Gender

- No seemingly significant gaps.

Age

- There is a gap in the age 18-24 years category, where the DSP served less at 54.59% of its population, compared to the college's 59.69%.
- There is a gap in the 40+ years category, where the DSP served more at 17.08% of its population, compared to the college's 11.32%.

Race/Ethnicity

- There is a gap in the Asian category, where the DSP served less at 22.82% of its population, compared to the college's 39.20%.
- There is a gap in the Hawaiian/Pacific Islander category, where the DSP served less at .15% of its population, compared to the college's .50%.
- There is a gap in the Black or African American category, where the DSP served more at 6.74% of its population, compared to the college's 2.71%.
- There is a gap in the White category, where the DSP served more at 14.70% of its population, compared to the college's 6.81%.

c. Based on your findings, what interventions can the program implement to address any gaps in services?

1. The DSP could work with the Asian/Pacific Islander Resources for Excellence (ASPIRE) program to determine ways in which the Asian and Hawaiian/Pacific Islander populations can be better informed about the services offered by the DSP.
2. The DSP could work with Student Life and Outreach to determine ways in which the 18-24 years age group could be encouraged to utilize our services. It is important to note that there are extenuating circumstances as to why the DSP serves more students in the older age groups as compared to the younger age groups. First, as people age, the tendency to develop a disability increases. Second, some students coming from high school special education programs might not want to be part of a program that serves students with disabilities, because some have had negative experiences related to being labeled as having a disability in high school. The DSP needs to work hard at conveying the message that the EVC DSP is not anything like their high school disability programs and that the services the DSP offers will help them to be successful at EVC.

D. Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

The DSP has no updates to curriculum since the last comprehensive Program Review. We offer three courses:

1. PED 22A – Adapted Cross Training – last updated on 4/26/12
2. PED 56A – Adapted Strength Training – last updated on 4/26/12
3. II 210 – Supervised Tutoring – last updated on 10/25/12

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

The DSP offers three courses (see #1 in this section above). The two PED courses are relevant because students with particular disabilities need special adapted equipment, smaller class size, and an instructor who specializes in adaptive physical education. The II 210 course is relevant because many of our students need specialized tutoring, above and beyond what is offered through the EVC Tutoring Center.

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

The two PED courses utilize special equipment and a highly trained and experienced instructor who is able to modify and adapt to the needs of the students.

The II 210 course utilizes multisensory techniques and strategies to maximize student learning and success.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

The DSP hopes to offer additional PED courses and other educational assistance courses in the future, provided the DSP receives financial support through the college.

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)

N/A

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

E. Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>).

1. 70% of DSP students surveyed will be able to correctly answer an advocacy question.

2. 80% of DSP students will be able to correctly name 2+ services provided by the DSP.

3. 350+ unduplicated DSP students will utilize DSP services per academic year.

ILO:

Information Competency

Personal Development

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

Student Learning Outcomes have been revised, as needed, since the last comprehensive Program Review, with input from all DSP staff members. Our department is small, and most of our SLO assessment dialogue is via e-mail. The

Coordinator also has dialogue with individual DSP staff members concerning assessment (implementation and results).

The Coordinator of the DSP oversees the SLO assessment activities, results, and the submission of the results, and the DSP has always completed our SLO Matrices on time. In fact, we are listed as one of the SLO "All Stars" on the EVC SLO webpage, and our 14/15 SLO Matrix is a sample of what Student Services SLO matrices should look like.

Summary of SLO Assessment Activities and Results Since Our last Program Review:

- 2014/2015

1. 65% of DSP students will be able to correctly identify their disability(ies).
2. 80% of DSP students will be able to correctly identify 2+ of their functional/educational limitations.
3. 80% of DSP students will be able to correctly name 2+ accommodations provided by the DSP.
4. 80% of current DSP students will utilize DSP services 4+ times per academic year.

Our assessment tools were surveys for SLOs #1-3, and data obtained from the District Office for SLO #4.

Fifty-two students completed our survey during a three-week period in spring 2015.

- We exceeded our 65% goal for SLO #1, and 88% of students surveyed correctly identified their disability(ies).
- We did not meet our 80% goal for SLO #2, and 75% of students surveyed correctly identified 2+ of their functional/educational limitations.
- We exceeded our 80% goal for SLO #3, and 85% of students surveyed were able to correctly name 2+ accommodations provided by the DSP.
- We did not meet our 80% goal for SLO #4, and 79% of DSP students utilized DSP services 4+ times during the 15/16 academic year.

- 2015/2016

1. 65% of DSP students will be able to correctly identify their disability(ies).
2. 70% of DSP students will be able to correctly identify 2+ of their functional/educational limitations.
3. 80% of DSP students will be able to correctly name 2+ accommodations provided by the DSP.
4. 80% of current DSP students will utilize DSP services 4+ times per academic year.

Our assessment tools were surveys for SLOs #1-3, and data obtained from the District Office for SLO #4.

Forty-five students completed our survey during a three-week period in spring 2016.

- We did not meet our 65% goal for SLO #1, and 62% of students surveyed correctly identified their disability(ies).
- We exceeded our 70% goal for SLO #2, and 82% of students surveyed correctly identified 2+ of their functional/educational limitations.

- We exceeded our 80% goal for SLO #3, and 89% of students surveyed were able to correctly name 2+ accommodations provided by the DSP.
- We exceeded our 80% goal for SLO #4, and 83% of DSP students utilized DSP services 4+ times during the 15/16 academic year.

- 2016/2017

1. 70% of DSP students surveyed will be able to correctly answer an advocacy question.
2. 80% of DSP students will be able to correctly name 2+ services provided by the DSP.
3. 350+ unduplicated DSP students will utilize DSP services per academic year.

Our assessment tools were surveys for SLOs #1-2, and data obtained from the District Office for SLO #3.

Thirty students completed our survey during a three-week period in spring 2017.

- We exceeded our 70% goal for SLO #1, and 83% of students surveyed correctly answered an advocacy question.
- We did not meet our 80% goal for SLO #2, and 77% of students surveyed correctly identified 2+ services provided by the DSP.
- We exceeded our 350+ unduplicated DSP students goal for SLO #3, and 395 unduplicated DSP students utilized DSP services during the 16/17 academic year.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

The DSP has made changes to our survey questions and to the measurements. We continue to emphasize the use of accommodations as a tool for academic success and retention. We also continue to communicate to our students the types of services we provide as well as the “how-tos” of advocacy.

One success story is that we have increased the number of students that we received State funding for by 97 from 2014/2015 to 2016/2017:

- Served 321 students for State funding purposes in 2014/2015.
- Served 313 students for State funding purposes in 2015/2016.
- Served 418 students for State funding purposes in 2016/2017.

F. Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

- Robin Salak, Instructor/Coordinator – responsible for coordinating the department’s day-to-day operations and representing the department on and off campus. As time permits, she also meets with new and continuing students, assisting them through the matriculation process and authorizing accommodations based on verified individual disabilities. In addition, Robin oversees

II 210 (Individualized Instruction/ Supervised Tutoring). She is a full-time, tenured, ten month, permanent faculty employee, with 70% Coordinator load and 30% Instructor load (1.0 FTE).

- Leslie Williams, Counselor – responsible for meeting with new and continuing students, assisting students through the matriculation process and authorizing accommodations based on verified individual disabilities. She is also responsible for all above-and-beyond guidance counseling for DSP students. She is a full-time, tenured, eleven month, permanent faculty employee (1.0 FTE).
- Debbie Collins, Assistive Services Specialist – responsible for organizing deaf and hard of hearing accommodations, accommodated testing, and classroom equipment/furniture accommodations. She also completes all purchasing for the program, prints out budget and other reports, and helps to ensure that students receive their entitled accommodations and services. In addition, she also performs general office duties, and is a back-up to the Program Assistant. She is a full-time, permanent, twelve month, Classified employee (1.0 FTE).
- David Micetich, Adaptive Media Technology Specialist I – responsible for providing alternate media to DSP students, test proctoring, and training students and staff on alternate media software and equipment. He is a full-time, permanent, twelve month, Classified employee (1.0 FTE).
- Margaret Faumui, Program Assistant – responsible for providing clerical support for the day-to-day office operations. She is a full-time, permanent, twelve month, Classified employee (1.0 FTE).
- Victor Garza, Associate Dean of Student Success – responsible for overseeing the program. He works .25 FTE for the DSP.
- Mimi Overton, Adjunct Counselor – meets with new and continuing students, assists students through the matriculation process and authorizes accommodations based on verified individual disabilities. She also provides above-and-beyond guidance counseling for DSP students. She began working for the DSP this current fall 2017 semester. She is an adjunct faculty employee (.20 FTE. per semester).
- Ramin Naderi, Adjunct Adaptive P.E. Instructor – responsible for teaching Adaptive PE courses for students with disabilities. He is an adjunct faculty employee (.30 FTE per semester).
- Vacant position, Adaptive P.E. Instructional Support Assistant I – responsible for assisting the adaptive PE instructor in the classroom. This is a permanent, part-time, Classified employee position. We hope to fill this vacant position this academic year.
- Various student workers – responsible for tutoring our DSP students and/or providing DSP staff with clerical assistance.

2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

The DSP does not offer Department Orientation; however, we do mentor our new and adjunct faculty. Both the Coordinator and Counselor work with our new and adjunct faculty, providing them with procedures, regulations, and guidance.

Robin Salak:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- 10/18/17 – 10/23/17 – California Association for Postsecondary Education and Disability Conference
- 6/17 – Student Services Retreat
- 2/6/17 – All Directors DSPS Meeting
- 11/18/16 – “One Voice” Campus Sexual Assault Symposium
- 10/6/16 – 10/11/16 – California Association for Postsecondary Education and Disability Conference
- 3/18/16 – Title V Training Workshop
- 3/17/15 – Trauma Informed Care Training
- 2/24/15 – 2/25/15 – National Conference on Campus Sexual Assault and Violence
- 10/10/14 – 10/14/14 – California Association for Postsecondary Education and Disability Conference
- 5/30/14 – Emerging Issues and Persistent Challenges Workshop

Leslie Williams:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- Summer/17 – PDF training (disability-related)
- Summer/16 – Canvas course
- 3/18/16 – Title V Training Workshop
- Summer/15 – Learning Disability Testing Training

Debbie Collins:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- 8/11/17 & 10/27/17 – Student Services Academy
- 9/16 – Purchasing Training
- 8/17 – Sparkpoint Training
- 7/16 – The Fred Factor Workshop
- 6/17 – Blueprint for Student Equity and Success Workshop
- 6/17 – SSSP/SE Evaluation Workshop
- 6/17 – Student Services Retreat
- 5/17 – Crisis Text Line Webinar
- 3/17 – SARS Anywhere Training

David Micetich:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- 2/17 – 2/18 (ongoing) – Online Web Accessibility Training
- 4/13/17, 8/11/17, 10/27/17 – Student Services Academy

- 7/8/15 – Alternate Media for E-Book Readers Workshop
- 7/7/15 – Legal Landscape for Alternate Formats Workshop
- 7/1/15 – Creating Accessible PDF Documents with Adobe Acrobat XI Workshop
- 6/30/15 – Tips and Tricks with MS Word Workshop

Margaret Faumui:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- 4/13/17, 8/11/17, 10/27/17 – Student Services Academy
- 3/3/16 & 8/15/17 – Administrative Professional Training

Victor Garza:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- 6/17 – Student Services Retreat
- 2/6/17 – All Directors DSPS Meeting

Ramin Naderi:

- Ongoing – Various PDD trainings/workshops hosted by EVC
- August/17 – Guided Pathways Workshop
- August/17 – CDS/CMS Lifestyle Balance Reimbursement Training
- Spring/17 – Three Canvas Trainings
- April/17 – CPR Certification
- April/17 – Microsoft Excel Training
- March/17 – CDC Lifestyle Coach Certification

G. Budget Planning

1. **With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

The Fund 10 budget for the DSP is not adequate. Our needs are as follows:

1. Funding to offer Learning Disabilities (L.D.) testing. Despite receiving \$9,700 in one-time money, tied to our 2014/2015 Program Review, to purchase the various L.D. testing batteries, the DSP was not supported with additional funding to offer L.D. testing. Therefore, the \$9,700 spent on these testing batteries was a waste of money, as they are just sitting on shelves in the DSP. It is our goal to reestablish a full-time L.D. Specialist faculty position who can test and also teach much needed Educational Assistance Classes; however, if that is not possible, we would like to receive additional funding to offer some L.D. testing through overload and/or adjunct testing hours. It is important to note that if we hired a full-time L.D. Specialist, this position would test and teach Educational Assistance Classes, and EACs more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.
2. Funding to hire an additional full-time DSP Counselor. Even with .35 FTE of additional DSP Counseling hours, our students are still waiting approximately one month to see a counselor.

3. Funding to increase the DSP Coordinator's calendar from a ten-month faculty position to an eleven-month faculty position. This would provide additional faculty coverage for DSP students during winter and/or summer intersessions.
4. Funding to add additional Adaptive Physical Education (APE) courses. In 2016/2017, the DSP spent approximately \$20,000 to purchase a variety of adaptive PE equipment and supplies. We have already seen an increase in the demand for APE courses since the purchasing of this equipment and supplies, as we are now offering two courses per semester, rather than one, and both classes are full. DSP students greatly benefit from Adaptive PE, and offering additional courses would be an important next step. This would be dependent on funding support through the college's general funds or through the Physical Education Department and the Social Science, Humanities, Arts & Physical Education (SSHAPE) Division, as the DSP is only able to fund the two current APE classes per semester. APE is an Educational Assistance Class (EAC), and it is important to note that EACs more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.
5. Funding to hire adjunct instructors to offer DSP Educational Assistance Classes once again (in addition to APE courses), in the areas of adaptive technology, speech/language, memory, student success, writing, reading, and mathematics. It is important to note that Educational Assistance Classes (EAC) more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.
6. Funding to hire tutors. Currently, we utilize tutors through Financial Work Study, Service Learning, and other student volunteers.
7. Funding for Deaf and Hard of Hearing (DHH) Services (ASL interpreting and captioning), once we deplete our annual DHH allocation from the State. These funds should come from the District Office, rather than college general funds.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

Most of our program costs are funded through Fund 17. This includes, salaries, benefits, equipment, supplies, software, deaf and hard of hearing interpreting/captioning costs, professional development, and other operational costs.

H. Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment needs since the last program review.

As reported in the last comprehensive Program Review, the DSP received 36 new computers for our students. Since then, we have upgraded the adaptive software on these computers for compatibility purposes.

In spring 2016, the DSP purchased a paperless file system. Because scanning them and organizing the scanned files is extremely labor intensive, and we always seem to be short-staffed, we are not yet using this paperless file system. We hope to have the system up and running by fall 2018.

The DSP constantly updates and replaces technology and equipment, as needed, and as funding permits. Currently, our technology and equipment needs are adequate for our program.

I. Additional Information

1. Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

N/A

J. Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	<p>Ongoing Budget Needs:</p> <ol style="list-style-type: none"> 1. Funding to offer Learning Disabilities (L.D.) testing. Despite receiving \$9,700 in one-time money, tied to our 2014/2015 Program Review, to purchase the various L.D. testing batteries, the DSP was not supported with additional funding to offer L.D. testing. Therefore, the \$9,700 spent on these testing batteries was a waste of money, as they are just sitting on shelves in the DSP. It is our goal to reestablish a full-time L.D. Specialist faculty position who can test and also teach much needed Educational Assistance Classes; however, if that is not possible, we would like to receive additional funding to offer some L.D. testing through overload and/or adjunct testing hours. Note: Educational Assistance Classes (EAC) generate EAC FTES funding. Therefore, although this funding request is under "Ongoing Budget Needs", once we begin offering EACs, this position will require less funding from the college. 	<p>Request linked to:</p> <p>SLO/PLO #: All of our faculty and staffing requests are linked to all three of our SLOs. The various faculty/staffing requests will assist students in their advocacy, will provide additional services to our students, and will certainly increase the number of unduplicated DSP students that will utilize DSP services.</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement): All of our faculty and staffing requests are linked to the student centered strategic initiative.</p> <p>Improving Student success rates: Our faculty and staffing requests will most definitely improve student success rates.</p> <p>Achievement of program set standard for student success: N/A</p>
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	<ol style="list-style-type: none"> 2. Funding to hire an additional full-time DSP Counselor. Even with .35 FTE of additional DSP Counseling hours, our students are still waiting approximately one month to see a counselor. 3. Funding to increase the DSP Coordinator's calendar from a ten-month faculty position to an eleven-month faculty position. This would provide additional faculty coverage for DSP students during winter and/or summer intersessions. 4. Funding to add additional Adaptive Physical Education (APE) courses. In 2016/2017, the DSP spent approximately \$20,000 to purchase a variety of adaptive PE equipment and supplies. We have already seen an increase in the demand for APE courses since the purchasing of this equipment and supplies, as we are now offering two courses per semester, rather than one, and both classes are full. DSP students greatly benefit from Adaptive PE, and offering additional courses would be an important next step. This would be dependent on funding support through the college's general funds or through the Physical Education Department and the Social Science, Humanities, Arts & Physical Education (SSHAPE) Division, as the DSP is only able to fund the two current APE classes per semester. APE is an Educational Assistance Class (EAC), and it is important to note that EACs more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP 	
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	<p>receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid. Although this funding request is under "Ongoing Budget Needs", since EACs generate EAC FTES funding, once we begin offering EACs, this position will require less funding from the college.</p> <p>5. Funding to hire adjunct instructors to offer DSP Educational Assistance Classes once again (in addition to APE courses), in the areas of adaptive technology, speech/language, memory, student success, writing, reading, and mathematics. It is important to note that Educational Assistance Classes (EAC) more than pay for themselves. They generate EAC FTES funding from the State, which pays for a portion of the classes. In addition, the DSP receives Categorical funding for every DSPS student enrolled in an EAC. Educational Assistance Classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid. Although this funding request is under "Ongoing Budget Needs", since EACs generate EAC FTES funding, once we begin offering EACs, this position will require less funding from the college.</p>	
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	<p>6. Funding to hire tutors. Currently, we utilize tutors through Financial Work Study, Service Learning, and other student volunteers.</p> <p>7. Funding for Deaf and Hard of Hearing (DHH) Services (ASL interpreting and captioning), once we deplete our annual DHH allocation from the State. These funds should come from the District Office, rather than college general funds.</p> <p>One-time Expenditure: Note: Numbers 1, 4, and 5 above under “Ongoing Budget Needs” are partially “One-time Expenditures”, because once we receive the initial ongoing funding, less will be required from the college due to being able to generate EAC funding from the courses we offer.</p>	
Facilities	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
Technology	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
Equipment/Supplies	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates:</p>

		Achievement of program set standard for student success:
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