Student Services Comprehensive Program Review: DSP Program Review

Main

Division
Student Success

Department
Disability Support Program

Subject

- DSP

Overview

Department/Program Name DSP Program Review

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Review, if applicable

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Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview of the Department/Program

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.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **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**

- **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 (PED 22A, PED 56A) and one non-credit course (II-2010) for individualized tutoring. These classes are crucial to DSP students as they are designed to assist and cater to DSP population students in assisting with course completion and personalized help.

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 2017/2018 Program Plan listed 10 goals. Out of those 10, 2.5 were achieved.

Goal #1: Offer Learning Disabilities (L.D.) testing

- It is our goal to re-establish a full time LD Specialist to the DSP program. Although this goal was not materialized in the last 3 years, steps have been taken to begin the process by sending one of our adjunct counselors to the training next year in 2022.

Goa #2: Receive funding to hire an additional full-time DSP Counselor

- The program did not receive funds to hire another full-time DSP Counselor.
- The program in the last 3 years has had difficulty in retaining/hiring a replacement DSP counselor.
- Currently, the program does not have a full-time counselor in the last one year and four months.
- The program actually reduced the adjunct hours for a DSP Counselor to 20% load

Goal #3: Increase DSP Coordinator's calendar from a ten month faculty position to an eleven month faculty

- The program has still not been able to convert this position from 10 month to 11 month. DSP services are critical and ongoing during intersession and summer months. Failure to have the extra hours hurts the program.

Goal #4: Add additional Adapative Physical Education (APE) courses

- There have been no additional classes added to the APE course list

Goal #5: Hire a part-time permanent Instructional Assistant for APE

- While we did not hire a part-time permanent instructional assistant, we were able to hire a part-time permanent Staff Assistant.

Goal #6: Hire adjunct instructors to offer DSP Educational Assistance Courses

- There have been no adjuncts hired to offer DSP Educational Assistance courses.

Goal #7: Receive funding to hire student tutors

- We have not directly received funding to hire tutors but we were allowed to carry over money this past year that assisted in paying for 2 student tutors this academic year.

Goal #8:   Receive funding for Deaf and Hard of Hearing (DHH) Services (ASL interpreting & captioning)

- The district took on this initiative to pay for DHH services.

Goal #9: The District office's ITSS department needs to provide better communication with DSP and must develop a system to accurately report MIS data so that DSP does not lose vital State Catergorical funding

- The dept. has received some assistance from the district to check for reporting discrepancies. Anna Lamb the senior program analyst, works in collaboration with our adjunct DSP Coordinator. Currently, our MIS data is worked on by the DSP adjunct Coordinator.

Goal #10: District Office initiatives

- There were various district lead initiatives proposed that I could not find confirmation on since current DSP coordinator is on reduced workload.

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

Participated and collaborated with on-campus, special programs, and community partners.

Outreach:

- Participated in the annual Special Programs Awards Ceremony at EVC 18'19'
- Conducted annual "virtual" DSP Advisory Board meetings each spring, in compliance with Title V. Outside partners included SJSU, DOR, CRIL representatives
- Hosted some outreach events for high school partner
- Presentations to Pine Hill High School
- CTE Pathways meeting

Inreach:

- Grace Estrada's Psychology Class
- Umoja-Affirm Orientation
- APE Classes
- Disability Awareness Month Events: Faculty and Students
- Welcome Tables
- Spooktacular Student Services Fair

Student Engagement:

- DSP Socials 20',21'

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.

The current challenge for the program is how to advance the program in its daily operations to bring it up to 21st century standards while still being accessible to our students and staff. DSP works with very sensitive information and population which we do not want to isolate. Finding that balance has been challenging and with the recent COVID-19 epidemic brought more challenges.

- **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 Disability (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, offering L.D. testing will increase access and services to help ensure student success.

2. 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:

- In line with the college's Mission of 'Equity, Opportunity, and Social Justice', the DSP must provide accommodations during all times that classes are offered.
- In line with the Strategic Initiative of being Student-Centered, it will increase access and services to DSP and potential DSP students, thus increasing their student success.
- In line with the Organizational Transformation Strategic Initiative, by valuing the Coordinator as a vital member of the DSP.

3. Bring in a data base system that is both sensitive to the student data collected but also reporting friendly and easy to use.

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.

Full time faculty 1

Part-time faculty 2

full time Classified 3

Part-time Classified (permanent) 1

Part-time Classified (hourly) 0

Administrators 0

Student workers 4

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.**

  AB 705 and other polices reduced a fair amount of courses needed by DSP populations.

- **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.**

  The only recent changes that have been made are initiatives related to COVID-19. Carry over was allowed recently due to money not being utilized effectively, moving to a remote modality.

- **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 in the traditional sense of grades. The DSP looks at success based on customer satisfaction via our faculty and students. Each year a survey is sent out to faculty and students to determine if needs/services provided by DSP are meeting our customer (Faculty & Students) needs.

- **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. The DSP program has also taken into account to update policies and protocols to be more in lined with today's technological advances.   During COIVD-19 the program redefined our process for checking of accuracy of our students who are entering our program. A check and balance procedure was established that is updated consistently with any changes made to student documents submitted or appointments made. This information is shared with the DSP team who is involved in the intake and processing of student information.

- **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 includes students with disabilities. Providing services with alternative delivery methods is our specialty. If language is a barrier, we try to utilize someone in the student's native language to translate. Currently, we have student workers who can speak different languages that assist with this effort, 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. The DSP will work directly with students to meet their needs and/or accommodations. The DSP office will also assist faculty to provide and recommend any assistance to students who may need DSP services.

- **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?**

  Communication within the program is consistent and well received. The department has monthly staff meetings to discuss a variety of topics. The Coordinator and the Director also have scheduled monthly meetings, bi-monthly during COVID-19 (w/ new adjunct DSP Coordinator). In addition, DSP staff members communicate on a daily basis through e-mail, phone, and face-to-face and zoom sessions. The Director also communicates any information received from campus and district wide meetings.

  Communication with students is constant and varied. Email blast keeps students up to date on any programming or campus-wide initiatives. If students have a particular need, they can come into our office or request a zoom session to address their needs in a timely manner.

  Communication with other departments, including Academic Affairs, Business Services and Facilities is good. 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. A special programs network group was established recently in which the DSP participates to be kept with up to date programs/events from the various student services programs available on campus. Continuous participation in student services welcome events, counselor breakfast and seasonal events. Lastly, the Director oversees 3 departments in which cross collaboration actively takes place in sharing resources and information to connect students.

Program Access

Student Demographic: Gender

- **Female: 5162 - 54.770%**

  Program Headcount
  143.000

  Program Percentage of Total
  55.000

- **Male: 4229 - 44.820%**

  Program Headcount
  116.000

  Program Percentage of Total
  45.000

- **No Value Entered: 39 - 0.420%**

  Program Headcount
  2.000

  Program Percentage of Total
  1.000

Student Demographic: Age

- **17 & Below: 587 - 6.220%**

  Program Headcount
  2.000

  Program Percentage of Total
  1.000

- **18-24: 5701 - 60.440%**

  Program Headcount
  174.000

  Program Percentage of Total
  67.000

- **25-39: 2165 - 22.980%**

  Program Headcount
  50.000

  Program Percentage of Total
  19.000

- **40 & Over: 971 - 10.300%**

  Program Headcount
  35.000

  Program Percentage of Total
  13.000

- **Unknown: 6 - 0.070%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 38 - 0.410%**

  Program Headcount
  3.000

  Program Percentage of Total
  1.000

- **Asian: 3827 - 40.600%**

  Program Headcount
  68.000

  Program Percentage of Total
  26.000

- **Black or African American: 204 - 2.160%**

  Program Headcount

11.000

Program Percentage of Total
4.000

- **Hawaiin/Pacific Islander: 37 - 0.390%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

- **Hispanic: 3812 - 40.420%**

  Program Headcount
  117.000

  Program Percentage of Total
  45.000

- **Two or More Races: 248 - 2.630%**

  Program Headcount
  10.000

  Program Percentage of Total
  4.000

- **Unknown: 698 - 7.400%**

  Program Headcount
  25.000

  Program Percentage of Total
  9.000

- **White: 565 - 6.000%**

  Program Headcount
  27.000

  Program Percentage of Total
  10.000

- **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?**

  Based on the data provided, the program relatively sustained its numbers across all reporting years until the year 2020, in which there was a drastic decline due to COVID-19 which had affected our numbers. One area that the program could increase its numbers is in the under 17 age range. With the campus increasing its dual enrollment services, it could be a good opportunity for the program to offer its services to that specific population.

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

For the most part, the DSP compared to the college demographics, is doing very well in all the respective areas (Gender, Age, Race/Ethnicity). The program comes up about a couple of percentage points in each category. The main discrepancy noticed is in the Asian classification, in which the program is about 15 percentage points below EVC's percentage.

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

  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.

  The DSP could begin initial conversations with the Dean of Dual Enrollment to promote and encourage students in the high school sector to enroll with DSP services. Seeing as this is a big push for the campus, it would help to support future and potential EVC students become familiar with the DSP.

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. For CTE, the timeline is 2-year.**

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

  1.PED 22A –Adapted Cross Training

  2.PED 56A –Adapted Strength Training

  3.II 210 –Supervised Tutoring

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. 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 & individualized tutoring, above and beyond what is offered through the EVC Tutoring Center.

  These courses are offered every academic semester.

- **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. DSP Socials were established to create a community and a support system during COVID-19 to address social isolation and other mental health needs of students.

- **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**

  N/A

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

  N/A

Service Area Outcomes and Assessment

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

  1. Students receive information via email about services, activities, and programs offered by the DSP, EVC, SJECCD, and/or the community.
  2. Students will utilize DSP services to receive needed accommodations.

  These SAO's relate to ILO's:

  - Information Competency
  - Personal Development

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO 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, now known as SAO (Service Area Outcomes) since the last comprehensive Program Review. Most of our SAO assessment dialogue is via e-mail or at dept. meetings.

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

The Coordinator of the DSP oversees the SAO assessment activities, results, and the submission of the results, and the DSP has always completed our SAO Matrices on time. This past year SAO development was administered via the Director of Student Services & Wellness in collaboration with the DSP team.

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

2017/2018

- 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.

Data collected for these assessments were surveys and data from the district office.

1. 84% of students surveyed (21 out of 25) were able to correctly answer an advocacy question, and 16% of the students surveyed (4 out of 25) were not able to correctly answer an advocacy question.

2. 84% of students surveyed (21 out of 25) correctly identified 2+ services provided by the DSP, and 16% of the students surveyed (4 out of 25) were not able to correctly identify 2+ services provided by the DSP. It is important to note that all 4 students who were unable to answer the question correctly did correctly identify 1 service provided by the DSP (just not 2).

3. 519 unduplicated DSP students utilized DSP services during the 17/18 academic year. Goal met.

2018/2019

- 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. 500+ unduplicated DSP students will utilize DSP services per academic year.

Data collected for these assessments were surveys and data from the district office.

1. 84% of students surveyed (38 out of 45) were able to correctly answer an advocacy question, and 16% of the students surveyed (7 out of 45) were not able to correctly answer an advocacy question. Goal met.

2. 96% of students surveyed (43 out of 45) correctly identified 2+ services provided by the DSP, and 4% of the students surveyed (2 out of 45) were not able to correctly identify 2+ services provided by the DSP. Goal met.

3. 522 unduplicated DSP students utilized DSP services during the 18/19 academic year. Goal met.

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

The DSP has made changes to our measurements and going forward will be implementing a new method of assessing SAO's. 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 are providing services to.

- Served 519 students in 2017/2018
- Served 522 students in 2018/2019

Faculty and Staff

Part D: 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 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). Since there is no full-time director for the program, the faculty coordinator is important to guide the dept. on its objectives and oversight of daily activities. An additional help is that the faculty coordinator has the appropriate credentials to meet and guide students from the DSP.

Vacant Counselor – responsible for meeting with new and continuing students, assisting students through the matriculation process and authorizing accommodations based on verified individual disabilities. Person will also be responsible for all above-and-beyond guidance and counseling for DSP students. This position is a full-time, tenured track, eleven month, permanent faculty employee (1.0 FTE). It is important to have a DSP Counselor, as per title V specific credential is needed to work with students with disabilities, as there are various sensitive types of accommodation that require detailed and one on one attention.

Debbie Collins, Assistive Services Specialist – responsible for organizing deaf and hard of hearing accommodations, accommodated testing, and classroom equipment/furniture accommodation. She also completes all purchasing for the program, prints out the 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). Debbies duties are crucial to the DSP as we receive Deaf and Hard of Hearing funding which we in turn must provide services to that specific population.

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). David's

position contributes to the success of the DSP program but allows students to access material in alternative formats so that they can be successful in their classes. David also provides training on how to utilize alt media to students and staff.

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). Margaret's position is beneficial to DSP in that she is able to provide one on one service to students. From assisting with intake applications to helping navigate websites and filling out forms. Her assistance allows DSP students to complete important paperwork or task.

Mike Osorio, Director of Student Services & Wellness – responsible for overseeing the program. He works .33 FTE for the DSP. Mike also oversees a total of 3 departments (DSP, Vets & Health Services). Mike's position for the program to be represented at admin council or other important meetings being facilitated by the college. He is also responsible for oversight of staff and any issues that arise that require higher up representation or attention.

Andrea Mena, 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 is an adjunct faculty employee (.45 FTE. per semester). The adjunct counselor position is beneficial to DSP in that DSP typically has a lot of students that need to meet with a counselor more than once. Having an adjunct allows our DSP students to not have to wait weeks for an appointment.

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). Ramin teachers two Adaptive PE courses PED 22 and PED 56. These are individualized PE courses for students to be active with without any limitations.

Souvanny Kingaeomanie, Staff Assistant 2 – responsible for phone and first contact services in the DSP. Also provides additional support to current faculty and staff. Will also assist with student inquiries and directing students to additional services and or programs on campus.

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, SAO 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. All of DSP's participation in training directly relate toward equity and innovative teaching/learning strategies based on the population that the DSP serves.

  All program staff for the DSP have participated in the following:

  Various PDD training/workshops hosted by EVC yearly

  Various Chancellor's office training/webinars

  Customer Service Training

- This directly relates to our service needs of our DSP students. If our students receive good service, they will return and continue inquiring for services via the DSP. It is important for all DSP staff to receive customer service training as we deal with students with various needs/accommodation. It is important to learn how to handle and interact with different types of students.

Suicide Prevention Training

Business Services Training

Excel Tips and Trick Training

Accessibility Flyer/Emaill Training

- This training allows DSP personnel to learn how to create and send out accessible emails, flyers and any other related forms to reach different students that the DSP serves. The DSP does not have one type of student. It has various students with various learning challenges that requires the program to set out various styles of communication. This is a constant learning issue for the department as one semester to another might bring in new students with new accommodation requests.

Division meetings

- Division meetings are important as they allow the DSP to communicate with the division and provide any updates or challenges that the department might be experiencing. Since DSP students interact with serial programs, it is important for DSP to be at the forefront of division meetings to assist and provide help to staff and faculty or programs who might be interacting with a DSP student.

National Voter Registration Act Training

- It allows DSP staff to learn how to help DSP students to register to vote. We participate in this training every year and we promote it via our department and email blast. Students work one on one with a staff member to complete their registration. This allows students to become successful civically engaged citizens.

Budget Planning

Part E: 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.**

Fund 10 currently supports

1.0 FTE DSP Coordinator

.33% FTE Director Student Services & Wellness

.45% PTE Staff Assistant 2

It is our goal to reestablish a full-time L.D. Specialist 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 that Basic Aid.

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.

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their 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.

Technology and Equipment

Part F: Technology and Equipment

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

  The DSP Dept. is in desperate need of a filing system.

  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.

Additionial Information

Part G: Additional Information

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 SAO/SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **N/A**

   Ongoing Budget Needs

   One-Time Expenditure

Request linked to SAO/SLO/PLO #

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)
No

Achievement of program set standard for student success.
No

Improving Student success rates
No

Attach Files

Attached File

IEC Reviewers

IEC Mentor
Fahmida Fakhruddin

IEC Second Reader
Robert Brown