Validation Review Recommendations & Responses

Commendations

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Commendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Thorough and useful listing of related documents.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Very well detailed in explaining the full-time staff duties and activities. Helps clarify the roles of each person while also explaining the varied backgrounds and interests of the staff personnel.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>A strong case, supported by this committee, has been made regarding the need for additional space.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Good insight regarding the changing nature of disabilities and needs of students at LAMC, considering a multitude of outside factors.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>These two opening sections of the document is well developed and presented. The inclusion of multiple key services and student demographic breakdowns is helpful in setting the stage for the rest of the document.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>A very thorough and well thought through document. Many areas are well explained, with only a few areas where further explanation or information would enhance understanding.</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Validation Meeting: Monday, November 23, 2009 at 11:00am</td>
</tr>
<tr>
<td></td>
<td>Members in attendance: Dennis Schroeder, Rosalie Torres</td>
</tr>
</tbody>
</table>

Recommendations

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Program Outreach / Program Outreach</td>
<td>Rick indicated he believe DSPS could be more involved with the general orientation program. We also noted that we (the committee) would need to research to determine where the college is in its planning and implementation of the online orientation project.</td>
<td></td>
<td>InProgress</td>
</tr>
</tbody>
</table>

Objectives

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Program Effectiveness – Surveys / Student Satisfaction Survey</td>
<td>Suggest DSPS ask for assistance from Student Services and Student Support Services committee in goal of creating a higher return rate on future student surveys.</td>
<td></td>
<td>InProgress</td>
</tr>
</tbody>
</table>
### Objectives

**Year**: 2007-2008  
**Recommendation**: Understanding the difficulty in scheduling meetings for a large, dispersed group, are additional meetings able to be scheduled on a monthly basis?  
- Dennis Schroeder, Rosalie Torres  
**Status**: InProgress

### Objectives

**Year**: 2007-2008  
**Recommendation**: For SAO/SLO #2 (create and implement a data collection plan) it is understood this area is a “work in progress.” However, more clarification is requested. If a sample of the staff survey is available, please provide or include with future Program Review document revisions.  
- Dennis Schroeder, Rosalie Torres  
**Status**: InProgress

### Objectives

**Year**: 2007-2008  
**Recommendation**: The Program Review document indicates no advisory board exists but one will be created. (See attachment of June 1, 2009 with final updates.) The Advisory Board was to meet for the first time on June 17, 2009. As this is the initial meeting, copies of the agenda and minutes should be included in future Program Review document revisions.  
- Dennis Schroeder, Rosalie Torres  
**Status**: InProgress

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**Unit Review - Mission Statement**

**Program Mission**

Describe the purpose of the program:
DSP&S provides programs and services to enhance equal educational access for students with physical, communication, learning and psychological disabilities, including educational support services and accommodations, which assist students to overcome physical and educational barriers and allow access to the college’s regular programs and services. DSP&S maintains compliance with State and Federal regulations relating to students with disabilities and services as advocate for students as needed. DSP&S serves in an advisory capacity to the to the college administration, faculty and staff to facilitate: 1) increased awareness of the needs of students with disabilities, and 2) an understanding of compliance issues related to equal access. The goals of DSP&S are to 1) increase the retention, graduation, transfer and success rates of students with disabilities, and 2) to maintain compliance with college, district, State and federal regulations relating to DSP&S program management and the maximizing of resources in support of programs and services for students with disabilities.

Respondent: Adrian Gonzalez

Unit Review - Services & Hours of Operation

<table>
<thead>
<tr>
<th>Service</th>
<th>Date Added</th>
<th>Date Deleted</th>
<th>Resource Requested</th>
<th>Anticipated Total Cost</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable Accommodation for equal educ. access.</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td>$5,520</td>
<td></td>
</tr>
<tr>
<td>special parking</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>priority registration</td>
<td>On-going</td>
<td>Since Inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mobility assistance</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized tutoring</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tape recording of lectures</td>
<td>On-going</td>
<td>Since Inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive equipment and software access</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic and vocational counseling</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>liaison with campus and community</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpreter services</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>note taking assistance</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>test taking assistance</td>
<td>On-going</td>
<td>Since Inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job placement referral and liaison</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial aid application assistance</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement testing</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disability Assessment</td>
<td>On-going</td>
<td>Since inception</td>
<td>Remove</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Population Served

Describe the population served and the trends in student characteristics and/or outcomes that may impact your unit.

All the above services are on-going. DSP&S serves approximately 490 students. The DSP&S student population reflects the demographics of the general population of the college, which is 42% Hispanic, 8% Asian, 9% African American, 34 % Caucasian, and 7% other. The college’s general student population’s age range is broad, with a large percentage in there 20’s and 30’s, and the gender mostly female (taken from recent college demographics). It is important that our staff also reflect a similar diversity, and it does just that, both in range of ages,in ethnic diversity, and in gender. Our DSP&S staff of 36 ranges in age from between 21 and 64 years of age, with 12 Caucasians (33%), 12 Hispanics (33%), 8 African Americans (22%), 3 Asians (8%), and 1 Persian (4%). The DSP&S staff is composed of 12 males (33%) and 24 females (67%). See important update on this section in the Supplemental Materials section under DSP&S Program Review Update for Evaluation Team, 5-'09.

Unit Review - Staffing

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
<th>Resource Priority</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Schwartz</td>
<td>Disability Specialist</td>
<td>.6</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Julie Dale</td>
<td>DSP&amp;S Counselor</td>
<td>.34</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Larry Resendez</td>
<td>DSP&amp;S Counselor</td>
<td>.2</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Maureen Loftquist</td>
<td>DSP&amp;S Instructor</td>
<td>.2</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>David Kobosa</td>
<td>DSP&amp;S Instructor</td>
<td>.13</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Carmen Isaac</td>
<td>DSP&amp;S Instructor</td>
<td>.13</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Juliet Charles</td>
<td>DSP&amp;S Instructor</td>
<td>.13</td>
<td></td>
<td>Remove</td>
</tr>
</tbody>
</table>
Steve Paredes   DSP&S Instructor   .13
Julie Dale   DSP&S Instructor   .13

Classified Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrian Gonzalez</td>
<td>Instructional Aid-Assistive Technology</td>
<td>1.00</td>
</tr>
<tr>
<td>Marian Murray</td>
<td>Special Services Assistant</td>
<td>1.00</td>
</tr>
<tr>
<td>Amber Hasal</td>
<td>Interpreter for Deaf &amp; HH</td>
<td>.27</td>
</tr>
<tr>
<td>Jafet Sauceda</td>
<td>Interpreter for Deaf &amp; HH</td>
<td></td>
</tr>
<tr>
<td>Allasy Beloff</td>
<td>Interpreter for Deaf &amp; HH</td>
<td></td>
</tr>
</tbody>
</table>

Student Workers

No Student Workers Added.

Projections

Projected Retirements:
One Certificated staff member already retired.

Are available faculty and classified staff adequate to support the program?
DSP&S is in need of more supervisory staff to build its core staff infrastructure. All DSP&S staff have good quality background. A key for a successful program is to have a good Director leadership. A job announcement will be coming out soon to take on a big task and the reasonability of DSP&S Office

Respondent: Adrian Gonzalez

Unit Review - Program Outreach

Program Outreach

What standing committees does your program maintain? What are their charges and membership?
DSP&S is a member of the Student Services Committee, among other committees on campus. The Student Services Committee is particularly charged with quality of student support services.

What intra-college collaboration has your program been involved in during the past six years?
The College Advancement Committee, The Student Services Committee, DSP&S also has a close collaboration with EOPS, providing EOPS counseling contacts for its students with disabilities, and approving enrollment for students with disabilities who may have less than 12 units. Although not an intra-college collaboration but an inter-college collaboration, it should be mentioned that because LAMC is one of 9 colleges within our LACCD District (the largest CC district in the nation), our LAMC DSP&S is represented on the District DSP&S Coordinators’ Council, which meets monthly at one or another college within the District, or at the District Office itself in downtown Los Angeles.

What has your program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?
DSP&S has increased its annual high school visits and LAMC/DSP&S campus tours DSP&S has continued doing presentations at all such events. On High School Senior Day, as well as campus tours, DSP&S collaborates with the Culinary Arts and Multimedia Departments and Financial Aid especially to create an entertaining and informative presentation. In regards to establishing connections with organizations, businesses, and corporations in the community, see section on "Advisory Committee" within this study.

Respondent: Adrian Gonzalez

Unit Effectiveness - Quality & Accessibility of Services

Student Satisfaction Survey

Survey Name: DSP&S Office. Responsibility consists supervising DSP&S staff, organizational of DSP&S Office, certifying DSP&S instructors who teach basic skills classes specifically designed for individuals with disabilities.

Data Analysis:
DSP&S survey was conducted for a month a half to all DSP&S students attending in Spring 2011. An e-mail was sent as well in person. The end result collected and analyzed in the middle of October, 2011. 142 e-mails were sent to all Spring 2011 DSP&S students & 8 surveys were in person. 71% DSP&S student primary use of DSP&S office was for Academic Counseling. While asking if interested for one to one tutoring 37 of 153 students said yes. To reflect both surveys it was combined together after because of the confidentiality of the DSP&S student’s information.

Discuss and analyze Student Satisfaction Survey results and what program changes will be implemented in response to the survey data.

1)Create a group orientation for new DSP&S students for better understanding accommodations, staff role, & their rights. 2)Post responsibilities & role of DSP&S professionals on lamission.edu/dsp to lead DSP&S student success in mainstream classes and understanding of DSP&S office primary role. 3)Locate funds on campus to hire tutors and to implement tutoring programs.

Respondent: Adrian Gonzalez
Discuss and analyze Faculty/Staff Program Assessment Survey results and what program changes will be implemented in response to the survey data. See above, under Data Analysis.

## Unit Effectiveness - SLOs

### Student Service Area Outcomes

| 1) Outcome | 1.1 [Define Outcome #1] Students will be able to demonstrate and understand major activities of program staff that contribute to overall student experience.  
  1.2 [Define Outcome #2] Are broad, measurable expectations of program staff or process. |
| 2) Related ILO | 3) Assessment Method | 4) Results | 5) Implementation Plan |
| 2) Written and Oral Communication | | | |
| 3) [How do/did you assess Outcome#1?] The assessment will be conducted in May 2011.  
  3.2 [How do/did you assess Outcome#2?] The assessment will be conducted in May 2011. |
| 4) 1. Measurement result from 3.1  
  4.2 Measurement result from 3.2 | | |
| 5) [Implementation plan for 4.1] When a new student being process for DSP&S. A survey will be given after their appointment to see what we can improve and better served them.  
  5.2 [Implementation plan for 4.2] Each student should understand what role of each DSP&S staff responsibility is. In order for DSP&S students to succeed in mainstream classes they first must understand what accommodations are available and what are their rights. |

| 1) Outcome | 2) Related ILO | 3) Assessment Method | 4) Results | 5) Implementation Plan |
| 1.1 Success is defined as an overall 75% DSP&S staff approval rating for the plan. | | | |
| 2) No Related ILO | | | |
| Staff survey regarding relevance of data collection and research methods for measuring effectiveness of DSP&S areas. | | | |
| The plan and the beginnings of its implementation will occur during the spring, '09 semester. | | | |

| 1) Outcome | 2) Related ILO | 3) Assessment Method | 4) Results | 5) Implementation Plan |
| 1.1 The identification and description of 4 campus and community resources by 70% of those DSP&S students assessed. | | | |
| 2) No Related ILO | | | |
| Assessment Survey. | | | |
| This SLO will be instituted in all DSP&S classes starting spring, '09. | | | |

| 1) Outcome | 2) Related ILO | 3) Assessment Method | 4) Results | 5) Implementation Plan |
| DSP&S students taking specialized DSP&S tutoring will pass their math course with a "C" or better at a rate of 65% during the spring, '08 semester. RESULT - 61% of DSP&S students taking specialized DSP&S tutoring passed with a "C" or better during the spring, '08 semester. | | | |
| No Related ILO | Math examinations and assignments within the DSP&S students math classes. | | |
| Technically this SLO was not successfully completed. Sixty-one percent, not the criterion 65%, of students passed with a "C" or better in their math classes during the spring, '08 semester. However, further research is needed, particularly consultation with the Dean of Research to see, on the average, what percentage of students overall pass their math classes with a "C" or better during any given semester. Perhaps the 65% criterion was too high to gauge success of this SLO. | | |
| DSP&S students taking specialized DSP&S tutoring will demonstrate academic success in mathematics by successfully demonstrating adequate mastery of new mathematical operations during a semester in which a math course is taken. | | | |

| 1) Outcome | 2) Related ILO | 3) Assessment Method | 4) Results | 5) Implementation Plan |
| 1.1 Students will be able to demonstrate and understand major activities of program staff that contribute to overall student experience.  
  1.2 Are broad, measurable expectations of program staff or process. | | | |
| 2) Written and Oral Communication | Math examinations and assignments within the DSP&S students math classes. | | |
The acquisition and renovation of Room 1017 for enhancement of DSP&S services.

- Joe Ramirez, V.P. Student Services

Provide extra support to DSP&S students

- Providing support that Title V regulations mandates proper accommodation by way of adequate

The College Advancement Committee, The Student Services Committee, DSP&S also has a close collaboration with EOPS, providing EOPS counseling contacts for its

The assessment will be conducted in May 2011 3.2 [How do/did you assess Outcome#2?] The assessment will be conducted in May 2011

- Adrian Gonzalez

Adrian is our Instructional Aide, Assistive Technologist. He regularly attends conferences and workshops put on by the State Chancellors Office High Tech Training Center Unit in Cupertino, CA. He also regularly attends the annual CAPED conventions, attending many of the conventions workshops. In addition, Adrian attended the November '06 Colorado Accessing Higher Ground Convention and has gone through the "Assistive Technology Applications Certificate Program". Adrian regularly assists Dr. Scuder on all on campus and off campus presentations, including in-service and recruiting. Adrian is on the following committees: College Advancement, and Information Technology.

Mariam Murray, SSA

Mariam Murray is our college's Classified Union Chapter Chair. As such, she attends Union District and Regional Conferences. She is a member of the AFT Classified Union, and a member of our Campus College Council. She is also a substitute relief person for union reps who cannot attend other meetings.

Robert Schwartz

Robert Schwartz is a new member of our staff, and will enhance our core infrastructure. Robert is a Licensed Clinical Social Worker, and as such he participates in on-going workshops and conferences in regards to maintaining his license. He will be an integral part of our off-campus and on-campus presentations in the near future as well as participate in a campus committee as soon as he goes through a DSP&S orientation period.
Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

It should be notice during Fall of 2011 DSP&S is doing two presentation on two workshops on Disability Awareness during the month of November. One of how to understand DSP&S student in classroom setting and second will be on accessible materials for faculty. As they pertain to DSP&S, these announcements will be shared among DSP&S staff members quickly. For the time being, DSP&S will stick to announcing workshops quickly, and be flexible in allowing professional development attendance, especially for campus "Flex Credit", which all certificated personnel must earn each year. Staff members attending professional development activities and workshops are encouraged to share the resulting information with appropriate staff through reports during informal and formal staff meetings.

Respondent: Adrian Gonzalez

Unit Effectiveness - Facilities & Equipment

Facilities & Equipment

Is space and equipment currently assigned to your unit adequate to support the needs of the service area? Please explain?

Not at all. The space is woefully small for our DSP&S staff, and the students it serves. The three very small certificated offices are shared by two faculty, and at times are used for tutoring and test proctoring. Any confidential meeting in these offices of three or more people results in very tight quarters indeed. There is no conference room, and for any mid-size or larger meeting DSP&S services have to be shut down so DSP&S staff can move to a suitable location. Equipment and supplies stored in boxes often make pathways difficult, especially for wheelchair users. This is true even though DSP&S makes a concerted effort to keep things neat and tidy.

Does the program regularly utilize general campus facilities? Are they available and adequate?

DSP&S does share closet space with facilities in an adjacent building, and has set up tutoring tables in the Instruction Building's main hallway. Both are inadequate, however. The closet space has reached its maximum, and tutoring in a large public and often noisy hallway is not conducive to learning, especially when the student suffers from disabilities that interfere with concentration.

Respondent: Dr. Rick Scuder

External Accountability - Advisory/Oversight Committee

Advisory / College Oversight Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Affiliation</th>
<th>Title</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Year</td>
</tr>
</tbody>
</table>

Response: Adrian Gonzalez

Meetings

List the Date and Membership of your Advisory Board:

<table>
<thead>
<tr>
<th>Date</th>
<th># Members</th>
<th>Members Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reminder: Keep copies of your Minutes for audit purposes.

Recommendations

What have been the major recommendations resulting from your advisory board meetings? Of those recommendations, which have been acted upon, and what is your plan of action with regard to other recommendations discussed?

There are no Advisory Committee meetings because the retirement of DSP&S director '10. During the fiscal year '11-'12 a job announcement will be posted to hire a new Director and Advisory Committee meetings will resume in spring '12.

External Accountability - Compliance Status

Accreditation or Compliance Status

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?  Yes

What is the program’s accreditation status?

DSP&S is a fully accredited program. It receives accreditation visits along with the college's accreditation cycle, and also a separate program review from the California Community Colleges/ Chancellor's Office. The previous accreditation evaluation of the DSP&S program resulted in its commendation as one of the colleges top 5 exemplary programs (see Supplemental Materials’ section).
Recommendations

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

The accreditation team itself commended DSP&S. However, the following are the 6 specific recommendations for improvement cited in our own previous DSP&S INTERNAL program review. Following each recommendation is the progress regarding that particular recommendation. Some of these recommendations will be repeated in the next section as Service Area Outcomes (SAO’s) and Student Learning Outcomes (SLO’s).

1. Design an effective plan of DSP&S outreach and recruitment to increase the numbers served by DSP&S. PROGRESS - The quality and quantity of outreach events have increased from 4 to 9 per year with more campus collaboration, resulting in a significant increase in DSP&S enrollment (see Student Area Outcome #1)
2. Using SARS software and consultation with the Dean of Research, create plan of research providing info on effectiveness of aspects of DSP&S program. PROGRESS - No plan yet developed due to lack of staff infrastructure. Due to recent addition in staff, efforts will resume spring, ’09.
3. Update all course outlines, materials, and use of PLATO instructional program. PROGRESS - Outlines and materials updated, and PLATO now used by DSP&S instructional program.
4. Increase the efficiency and infrastructure of DSP&S staff. PROGRESS - Additional Program Assistant and Disability Specialist hired recently, and supervisory responsibilities adjusted for efficiency.
5. Create 5 appropriate Service Area Outcomes (SAO’s) and/or 5 Student Learning Outcomes (SLO’s). PROGRESS - See “Resources, SLO” section. 4 outcomes vs. 5 were created. See Supplemental Materials section of this Program Review, under DSP&S Program Review Updates for the Evaluation Team, 5-09 and 6-09 for further updates on these findings.

Planning Assumptions & Assessment

Service Area Planning Assumptions

In the space below, please list the planning assumptions that will guide your unit during the next 3 year period. Include assumptions for at least the following areas:

- Expected demand
- Anticipated funding trends
- Anticipated pedagogical trends
- Anticipated technological trends
- Anticipated trends in student needs and/or demographics
- Relevant Advisory Group recommendations

The demand for reasonable accommodations facilitation from DSP&S will increase along with the college’s enrollment. Unfortunately the anticipated funding trends are for decreased funding due to state and federal fiscal crises (this anticipated problem is made emphatic by the 46% reduction in DSP&S funding statewide in the fall of 2009). DSP&S also anticipates more influx of students with Post Traumatic Stress Disorder (PTSD) from the wars in Iraq and Afghanistan, and also students with autism diagnoses along a broad spectrum. DSP&S also anticipates continued state of the art upgrades throughout the campus in technology. It will continue to be difficult to keep up with these upgrades in terms of whether or not they are accessible to individuals with disabilities. Student needs will be more in number, and follow the trends already mentioned above. The demographics are anticipated to remain the same. The newly formed Advisory Board will convene in the spring to consider these demands and trends and be asked for comment and recommendations. Hopefully DSP&S staff, along with the Advisory Board can be as effective in meeting the challenges ahead of us, as DSP&S has been in meeting past challenges.

Self-Assessment of Challenges Facing Program

Please present the unit’s analysis of the challenges it will face over the next 3 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

The demands and trends mentioned above, create the challenges facing DSP&S. The central challenge is the increased demand coupled with the anticipated decrease in funding and the need for enhancement of core staff infrastructure. It does help that a .6 tenure track Disability Specialist was recently added to the staff, however. The influx of students with types of disorders not usually seen in such numbers in the past means a careful selection of professional development training that includes pertinent information regarding origin and treatment of these disorders. Keeping up with the campus technology upgrades to insure accessibility for individuals with disabilities will have to include increased education of the campus staff, especially the Informational Technology staff, so the college staff is a participant along with DSP&S in the oversight and monitoring of this essential mode of instruction. In short, this means increase awareness of institutional responsibility in this and all areas of accessibility. Also, students with disabilities themselves can also participate in this oversight and report problems to DSP&S and other campus staff. Finally, the reformation of the Advisory Committee may help in “thinking outside the box” in regards other possibilities in helping to further facilitate improved services for students with disabilities within the context described above.

Supplemental Material

<table>
<thead>
<tr>
<th>File Name</th>
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<td>DSP&amp;S Advisory Committee Agenda &amp; Minutes, June 17, 2009.doc</td>
<td>DSP&amp;S Advisory Committee Agenda &amp; Minutes, 6-'09</td>
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<td>DSP&amp;S Student-Staff Survey, Spring 09</td>
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<td>DSP&amp;S Spring '09 Survey SUMMARY OF RECOMMENDATIONS.pdf</td>
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<td>DSP&amp;S Federally Mandated Accommodations &amp; Recommendations Matrix.doc</td>
<td>DSP&amp;S Federally Mandated Accommodations &amp; Recommendations Matrix</td>
<td>1/7/2010 2:36:00 PM</td>
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</tbody>
</table>
### Objectives & Resources

#### Objective

**Objective:** Improving academically success/grades (2011-2012) (Priority: High)

**Related Goal Area:**
- 4. Improve Student Success

**Individual(s) Responsible:** Adrian Gonzalez

**Period:** 7/1/2011 - 6/1/2012

**Activity:** By having certain types of assistive technology software will improve students with confident and improve their success in mainstream classes. Title II states all community colleges must have assistive technology which is mandated by state and Federal Law.

**Expected Outcome and Measure:** Nettrack when DSP&S students log in with their student's ID number.

**Assessment:**

<table>
<thead>
<tr>
<th>Resource Requested</th>
<th>Anticipated Total Cost</th>
<th>Contact Person</th>
<th>Description of Item</th>
<th>Resource Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (2011-2012)</td>
<td>$15,000</td>
<td>Adrian Gonzalez</td>
<td>Improving DSP&amp;S students confidences and DSP&amp;S office is require to provide proper accommodation which is mandated by States &amp; Federal for academically success.</td>
<td>High</td>
</tr>
</tbody>
</table>

#### Objective

**Objective:** Provide extra support to DSP&S students (2011-2012) (Priority: High)

**Related Goal Area:**
- 4. Improve Student Success

**Individual(s) Responsible:** Joe Ramirez, V.P. Student Services

**Period:** 7/1/2012 - 6/1/2013

**Activity:** Providing specialized one to one tutoring to DSP&S student would increase self esteem along with improvement of letter grade from classes taken. By providing this services would mean retention.

**Expected Outcome and Measure:** Each tutors would be supervise weekly by qualified counselors. DSPS counselors along with DSP&S Director can recommend suggestions to tutors to improve DSP&S students learning outcome.

**Assessment:**

<table>
<thead>
<tr>
<th>Resource Requested</th>
<th>Anticipated Total Cost</th>
<th>Contact Person</th>
<th>Description of Item</th>
<th>Resource Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personne</td>
<td>Hourly (2011-2012)</td>
<td>$5,520</td>
<td>Providing extra one to one specialized tutoring will indeed help STEF head count which DSP&amp;S heavily depends on for DSP&amp;S funds. In addition, also help with student success with their mainstream classes.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Resource Priority:** High

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**Resource**

**Resource Requested:** Personne| Hourly (2011-2012) | $5,520 | Providing extra one to one specialized tutoring will indeed help STEF head count which DSP&S heavily depends on for DSP&S funds. In addition, also help with student success with their mainstream classes. | Ongoing |

**Resource Priority:** High

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**Resource Priority:** High

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**Resource**

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**Resource Priority:** High
Objective

Related Goal Area: 3. Improve Educational Quality
Individual(s) Responsible: Supervise DSP&S staff and reorganization of DSP&S Office
Period: 7/1/2012 - 6/1/2013
Activity: To ensure and maintain State and Federal Law by providing proper accommodations to DSP&S students. And, by overseeing the DSP&S program and by advocating support by attending various campus committees.
Expected Outcome and Measure: This certificated position will be evaluated by V.P. of Students Services
Assessment:

Resource

Resource Requested: PersonnelRegular (2011-2012) (Quantity: 0.7 FTEinstructor )
Anticipated Total Cost: $52,500
Contact Person: Joe Ramirez, V.P. of Student Services
Description of Item: DSP&S Title V regulations requires a position be in place with certain background qualifications to supervise DSP&S Office. Responsibility consists supervising DSP&S staff, organizational of DSP&S Office, certifying qualifications of new DSP&S student, attend campus committees.
Type: Ongoing
Resource Priority: High

Objective

Objective: Provide adequate customer services (2011-2012) (Priority: High)
Related Goal Area: 4. Improve Student Success
Individual(s) Responsible: Support DSP&S Counselors & Support to Special Services Assistant
Period: 7/1/2012 - 6/1/2013
Activity: By having a program assistant, DSP&S can provide better customer service such helping with test proctoring, putting away student files, provide support for DSP&S counselors. And, coordinating with Tutors.
Expected Outcome and Measure: DSP&S Supervisor would keep a daily log of activities for keeping track. Then data would be analyzed to improve effectiveness.
Assessment:

Resource

Resource Requested: PersonnelRegular (2011-2012) (Quantity: 0.7 FTEClassified  Student Services Aide)
Anticipated Total Cost: $34,466
Contact Person: Joe Ramirez, V.P. of Student Services
Description of Item: Providing support that Title V regulations mandates proper accommodation by way of adequate accommodations.
Type: Ongoing
Resource Priority: High

Objective

Objective: Increase student's populations (2011-2012) (Priority: High)
Related Goal Area: 3. Improve Educational Quality
Individual(s) Responsible: Academic Counseling
Period: 7/1/2012 - 6/1/2013
Activity: Improve quality and facilitating DSP&S students needs such as academically counseling and providing accommodation to DSP&S students.
Expected Outcome and Measure: DSP&S does annually reporting to District and State by way of MIS head count. MIS count is a key area which DSP&S depends heavily on for DSP&S funds.
Assessment:

Resource

Resource Requested: PersonnelRegular (2011-2012) (Quantity: 0.1 FTEinstructor )
Anticipated Total Cost: $7,500
Contact Person: Joe Ramirez, V.P. of Student Services
Description of Item: DSP&S Title V requires specialized academic counseling be offer through DSP&S Office because the nature of understanding the needs of disability students. In addition, by increasing counseling appointments will increase FTES funds for DSP&S office.
Type: Ongoing
Resource Priority: High

Objective

Objective: Provide additional support to deaf/hard of hearing students. (2010-2011) (Priority: High)
Related Goal Area: 3. Improve Educational Quality
Individual(s) Responsible: Robert Schwartz
Period: 7/1/2011 - 6/1/2012
Activity: Additional Interpreter hours.
Expected Outcome and Measure: Deaf and hard of hearing students would have adequate sign language Interpreters for classes at LAMC. Deaf and hard of hearing students will increase classroom success.
Assessment:

Resource

Resource Requested: PersonnelHourly (2010-2011) (Quantity: 30 StandardHours )
Anticipated Total Cost: $52,656
Objective


Related Area: 1. Expand Access

Individual(s) Responsible: Joe Ramirez, V.P. Student Services

Period: 10/1/2011 - 6/1/2014

Activity: Increase DSP&S Office space by DSP&S acquisition and renovation or Room 1017 for DSP&S counseling and specialized tutoring services.

Expected Outcome and Measure: Obtained acquisition after waiting two years for room 1017. During the month of October ‘11 the room was remodel for test proctoring and specialized tutoring services.

Assessment:

Resource


Anticipated Total Cost: $4,800

Contact Person: Dr. Rick Scuderi

Description of Item: This resource request is related to Objective 1- increasing office space for student recruitment, retention and success. The acquisition and renovation of Room 1017 for enhancement of DSP&S services. 5 partitioned specialized tutor work areas, and 2 private counseling offices. Connection walk way between 1018 (present DSP&S office) and 1017 being considered. This request will increase student recruitment, retention, and success, as well as improvement in providing a quality instructional program. The present space is woefully inadequate, crowded and often noisy. DSP&S services presently spilt over into the noisy South Atrium. As of 1/9/09 this renovation of Room 1017 for DSP&S expansion is scheduled for summer, 2010.

Type: Ongoing

Resource Priority: High

Objective


Related Area: 1. Expand Access

Individual(s) Responsible: Dr. Rick Scuderi

Period: 12/1/2009 - 5/1/2012

Activity: In light of the recent statewide collapse of DSP&S funding (i.e. 45% funding reduction in DSP&S statewide), this goal now reads: provide adequate DSP&S staffing to fulfill basic federally mandated services for students with disabilities, which include adequate DSP&S supervisory staffing. Federally mandated services may include, but not limited to: educational access; assessment; special counseling; interpreting for the deaf; liaison; reader services; special registration and orientation; special parking; test taking assistance; transcription; other, accounting for unusual circumstances.

Expected Outcome and Measure:

Assessment:

Objective

Objective: Basic Skills training to increase student success. (2007-2008) (Priority: High)

Related Area: Basic Skills

Individual(s) Responsible: Dr. Rick Scuderi

Period: 1/1/2010 - 1/1/2011

Activity: Provide basic DSP&S instructional offerings supportive of college academic success by offering specialized tutoring, mentoring, and academic software, and offering specialized DSP&S instructional classes.

Expected Outcome and Measure:

Assessment:

Resource

Resource Requested: PersonnelRegular (2010-2011) (Quantity: 1 FTE Instructor)

Anticipated Total Cost: $75,000

Contact Person: Dr. Rick Scuderi

Description of Item: To continue academic support to students with disabilities.

Type: Ongoing

Resource Priority: Low

Resource


Anticipated Total Cost: $75,000

Contact Person: Joe S. Ramirez

Description of Item: In light of the recent statewide collapse of DSP&S funding (i.e. 45% reduction in DSP&S funding statewide) this one-time request is to help restore DSP&S instructional staff, specifically 6 hourly student worker tutor/mentors who are specially trained and supervised to work with students with disabilities; and also 3 hourly certificated DSP&S instructors who teach basic skills classes specifically designed for individuals with disabilities. Restoring this staff would increase student recruitment, retention, and success.

Type: Ongoing

Resource Priority: Medium

2011-2012 DSPS Funding Resources

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2012-2013 Active Resource Summary

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<th>Category</th>
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<td>1</td>
<td>333,482</td>
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Final Summary

Based on your program review, summarize:

Program Strengths - What is your program doing well?

The strengths of our DSP&S program continue to lie in its program relationships and impact throughout the campus. This is enhanced by the stability of the small core staff as well as hourly certificated counselors and instructors who have been employed in DSP&S for many years. The experience and variety of talents the staff bring to DSP&S continue to provide students with comprehensive and timely services. The Tutor/Mentor Program is a strength, providing close, timely, personal and academic help for the student. A more recent strength is the acquisition of room 1017 which has been remodel for tutoring and test proctoring. In addition, DSP&S office has recently upgraded Assistive Technology such as Jaws for Windows, Zoomtext, Kurzweil 3000. By providing adequate software means student success in mainstream classes and students services area.

Program Weaknesses - What areas can your program improve?

By having a 46% budget cut statewide within DSP&S office. The college faces liability issues because the lack of timely accommodation provided to DSP&S students. Not having a Director position filled for supervisory puts additional danger. DSP&S continues to need improvement in data collection and research. Needed improvement because of the counting for MIS reporting which DSP&S depends on amount of accommodations provided to students each fiscal year. However, more infrastructure core staff is still needed. Continued expansion of supplemental instruction in basic skills beyond specialized tutoring and DSP&S classes is still being pursued. Finally, DSP&S needs to provide more education to campus administration, faculty and staff regarding institutional responsibility in regards to technological software and other access for students with disabilities.

Discuss anything else you would like to share about your program that has not been addressed.

DSP&S is composed of a well knit, dedicated staff who truly live the motto, “Our Mission is Your Success”. With enhanced awareness of institutional responsibility and added resources to improve DSP&S instructional and counseling space, solidify core staff infrastructure, and improve supplemental basic skills training, DSP&S will be ready to take on predicted campus and departmental expansion in the near future.

Respondent: Adrian Gonzalez

Recommendations

Validation Review

Submit Program Review

Program Review has been completed for this Unit.