



# Disabled Students Programs and Services (DSP&S)

## Program Review

---

**2006-2007**

*Prepared by:*  
Jennifer McLeod

### **PROGRAM REVIEW COMMITTEE MEMBERS**

Faculty:

Audrey Abas  
Amanda Han  
Jennifer McLeod (Chair)  
Vince Mercurio

Instructional Program Review Committee List:

|                                      |                 |
|--------------------------------------|-----------------|
| Dean:                                | Lucinda Over    |
| Director:                            | Jennifer McLeod |
| Committee Chair:                     | Jennifer McLeod |
| Faculty:                             | Audrey Abas     |
|                                      | Amanda Han      |
|                                      | Jennifer McLeod |
|                                      | Vince Mercurio  |
| Dean of Counseling:                  | Lucinda Over    |
| Articulation Officer:                | Michelle Plug   |
| College Librarian:                   | John Thompson   |
| Academic Senate Representative:      | John Vaughan    |
| Curriculum Committee Representative: | Barbara Rugeley |
| MIS Representative:                  | Robert Coutts   |
| Vice President of Instruction:       | Irene Malmgren  |

## Table of Contents

|  | Page |
|--|------|
| FACULTY  | 4    |
| LIST OF CERTIFICATES/AWARDS                                      | 4    |
| LIST OF DEGREES  | 4    |
| LIST OF INDUSTRY BASED STANDARD CERTIFICATES                     | 4    |
| ADVISORY COMMITTEE LIST  | 4    |
| DSP&S PROGRAM (Sequence of Courses)                              | 5    |
| CLASSES NOT OFFERED IN LAST TWO YEARS                            | 5    |
| COURSES TO BE DEVELOPED  | 5    |
| INSTITUTIONAL COMPETENCIES <i>(approved by the program)</i>      | 6    |
| PROGRAM DESCRIPTION  | 7    |
| PROGRAM GOALS  | 8    |
| PROGRAM OBJECTIVES <i>(written as student learning outcomes)</i> | 8    |
| SLO TIMELINE <i>(if appropriate)</i>                             | 10   |
| MISSION  | 11   |
| Commendations  |      |
| Previous Recommendations Completed                               |      |
| Recommendations  |      |
| NEED   | 12   |
| Commendations  |      |
| Previous Recommendations Completed                               |      |
| Recommendations  |      |

|                                    |                                      |    |
|------------------------------------|--------------------------------------|----|
| FEASIBILITY                        |                                      | 15 |
| Commendations                      |                                      |    |
| Previous Recommendations Completed |                                      |    |
| Recommendations                    |                                      |    |
| QUALITY                            |                                      | 16 |
| Commendations                      |                                      |    |
| Previous Recommendations Completed |                                      |    |
| Recommendations                    |                                      |    |
| COMPLIANCE                         |                                      | 17 |
| Commendations                      |                                      |    |
| Previous Recommendations Completed |                                      |    |
| Recommendations                    |                                      |    |
| APPENDIX A                         | Unduplicated headcount               | 19 |
| APPENDIX B                         | Student Population Data              | 20 |
| APPENDIX C                         | Key Performance Indicators           |    |
| APPENDIX D                         | DSPS 075 Credit Course Approval Form |    |

## **FACULTY**

### **FULL-TIME FACULTY:**

Jennifer McLeod, DSP&S Coordinator/Counselor  
Vince Mercurio, DSP&S Counselor  
Audrey Abas, Learning Disabilities Specialist

### **ADJUNCT FACULTY:**

Amanda Han, Counselor

### LIST OF CERTIFICATES/AWARDS OFFERED

N/A

### LIST OF DEGREES

N/A

### LIST OF INDUSTRY BASED STANDARD CERTIFICATES

N/A

### ADVISORY COMMITTEE LIST

|                   |                               |
|-------------------|-------------------------------|
| Audrey Abas       | Citrus College                |
| Brandy Davis      | Citrus College                |
| Marti DeYoung     | Citrus College                |
| Amanda Han        | Citrus College                |
| Nancy Martin      | Citrus College                |
| Jennifer McLeod   | Citrus College                |
| Vince Mercurio    | Citrus College                |
| Andrew Sprogis    | Citrus College                |
| Katie Bryant      | Glendora High School          |
| Tamara Rhoades    | Claremont High School         |
| Stacy Nunez       | Duarte High School            |
| Jeff Divine       | Gladstone High School         |
| Marney Davidson   | Monrovia High School          |
| Mary McHugh       | Charter Oak High School       |
| John Farr         | Azusa Unified School District |
| Anne Luevano      | Azusa Unified School District |
| Monica Pecarovich | Baldwin Park School District  |
| Mary Ann Benson   | Sierra Vista High School      |
| Trinh Van Erp     | Department of Rehabilitation  |

**DSP&S PROGRAM (Sequence of Courses)**

|   | <b><u>UNITS</u></b> |
|---|---------------------|
| DSPS 090 Empowerment  | 2                   |
| DSPS 103L Technical Assistance Lab:<br>Adaptive Computer Technology | 1                   |

**CLASSES NOT OFFERED IN LAST TWO YEARS**

None

**COURSES TO BE DEVELOPED**

|  |    |
|--|----|
| DSPS 075 Individualized Assessment of Learning<br>Strengths and Weaknesses | .5 |
| DSPS 085 E-Text Basics   | 1  |
| DSPS 105 Assistive Technology  | 1  |

The Disabled Students Programs and Services program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25<sup>th</sup> 2004) are as follows.

**Institutional General Education Competencies–  
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)
 

|                                  |                       |
|----------------------------------|-----------------------|
| <u>Examples</u>                  |                       |
| Reading analytically             | Speaking articulately |
| Writing with clarity and fluency | Listening actively    |
  
2. Computation
 

|  |                            |
|--|----------------------------|
| <u>Examples</u>                                    |                            |
| Technology   | Computer proficiency       |
| Math proficiency                                   | Decision analysis          |
| Analyzing and using numerical data                 | (Synthesis and evaluation) |
| Application of mathematical concepts and reasoning |                            |
  
3. Creative, Critical, and Analytical Thinking
 

|                 |                     |
|-----------------|---------------------|
| <u>Examples</u> |                     |
| Curiosity       | Research            |
| Analysis        | Learning Strategies |
| Synthesis       | Problem Solving     |
| Evaluation      | Decision Making     |
| Creativity      | Aesthetic awareness |
  
4. Community, Critical, and Analytical Thinking
 

|                           |                      |
|---------------------------|----------------------|
| <u>Examples</u>           |                      |
| Respect for others beings | Citizenship          |
| Cultural awareness        | Interpersonal skills |
| Ethics                    | Lifelong learning    |
| Community service         | Self esteem          |
| Integrity                 | Empathy              |
  
5. Technology/information competency
 

|                                     |  |
|-------------------------------------|--|
| <u>Examples</u>                     |  |
| Basic computing and word processing |  |
  
6. Discipline/Subject Area Specific Content Material – Project Plan

## **PROGRAM DESCRIPTION**

The Disabled Students Programs & Services (DSP&S) serves as the college mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and also to guide other campus professionals in matters of educational accommodations and accessibility. The program offers various services and instruction, which assist students with disabilities to fully participate in activities, programs, and classes offered by the college.

Program activities and services provided by DSP&S include, but are not limited to: adapted physical education, adapted testing service (e.g., extending testing time, reader, scribe, adapted computer), alternate media (e.g., electronic textbooks, accessibility to websites, closed captioned videos), books on tape, Braille, CCTV, computers and adaptive technology, deaf and hard of hearing services (e.g., sign language interpreting), equipment loan (e.g., tape recorders, spellcheckers, other adaptive equipment/software), DSPS class (i.e., Empowerment), learning disability assessment, shared notes on note taking paper (NCR paper), TDD public telephones, tutoring, high tech center lab, high tech center classes (i.e., Technical Assistance Lab: 1-unit credit and non-credit High Tech Lab), instructor and community liaison, and specialized academic counseling. These services meet the needs incorporated into the program mission by providing students with disabilities adapted educational accommodations that afford them the opportunity to reach their academic goals and to participate in the full range of campus programs and activities despite limitations from their respective disabilities.

The Technical Assistance Lab (TAL) meets the educational needs of students with disabilities by providing them the skills and equipment required to access computers.

The Empowerment class meets the educational needs of students with disabilities by facilitating their transition into college and to develop effective coping strategies so that they will be better prepared to assert their needs, make decisions, and practice coping methods pertinent to their unique situation.

The proposed Individualized Assessment of Learning Strengths and Weaknesses course will meet the educational needs of students and

potential students with learning disabilities by providing them with low-cost assessment of their individualized learning strengths and weaknesses for the purpose of determining if they qualify for educational accommodations as a means of providing them equal access to education.

### **Program Goals:**

Provide educational accommodations to students with disabilities so they have equal access to learning. Also teach students to advocate for themselves by addressing the needs of these individuals with disabilities who intend to pursue coursework at Citrus College. These needs are addressed by providing reasonable and appropriate educational accommodations to make an accessible educational environment for students with disabilities as verified by an appropriate healthcare professional.

The DSP&S program offers various specialized services that assist students with a wide range of disabilities to enable them to participate in the programs, courses, and related activities offered by the college. Open access is one of the key objectives of Citrus College's mission. The DSP&S program strives to facilitate the college's mission by empowering students with disabilities to pursue academic excellence, economic opportunity, and personal achievement by providing reasonable and appropriate educational accommodations.

### **Program Student Learning Outcomes:**

#### **Communication (Personal Expression and Information Acquisition):**

1. Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
2. Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.



### **Community, Critical, and Analytical Thinking:**

3. Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.
4. Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.
5. Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges' Chancellor's Office and other campus resources to create success in the academic environment.

### **Creative, Critical, and Analytical Thinking:**

6. Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.

## **SLO TIMELINE**

The Disabled Students Program and Services department will develop student learning outcomes for all DSP&S classes offered at Citrus College based on the following schedule:

| Current Course Titles  | Projected date to develop course outline |
|--|--|
| DSPS 090 Empowerment   | December 2007                            |
| DSPS 103L Technical Assistance Lab (TAL): Adaptive Computer Technology | December 2007                            |

| New (To Be Developed) Course Titles                                     | Projected date to develop course outline |
|---|--|
| DSPS 075 Individualized Assessment of Learning Strengths and Weaknesses | May 2007                                 |
| DSPS 085 Etext  | May 2008                                 |
| DSPS 105 Assistive Technology   | May 2008                                 |

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the institution.

## **MISSION**

*DSP&S Mission Statement:*

*To provide students with disabilities an accessible educational environment that affords them the opportunity to reach their academic goals and participate in the full range of campus programs and activities.*

### **COMMENDATIONS:**

- a) The Disabled Students Services program is consistent with the Citrus College mission.
- b) The Technical Assistance Lab (TAL) course continues to serve as the main mechanism for providing access to computer labs to students with disabilities.
- c) DSP&S continues to advocate that students with disabilities be fully integrated on the campus by empowering students with disabilities to pursue academic excellence, economic opportunity, and personal achievement by providing reasonable and appropriate educational accommodations.
- d) The Empowerment course teaches students with disabilities to be able to discuss their needs, to make informed decisions, and to better understand their disability as it relates to their educational needs.
- e) Students now have the opportunity to receive Learning Disability assessments throughout each semester.
- f) The proposed Individual Assessment of Learning Strengths and Weaknesses course will serve as a low-cost (i.e., the cost of a half of a unit of credit) assessment of individualized learning strengths and weaknesses for the purpose of determining if students qualify for educational accommodations. It will also generate higher FTES for the program.

### **PREVIOUS RECOMMENDATIONS COMPLETED:**

- From 00/01: Technical Assistance Lab (TAL): "This course should be reviewed to ensure state of the art software and equipment is being incorporated into the curriculum."

*The Technical Assistance Lab (TAL) course takes place in the High Tech Center which has state of the art software and equipment that is incorporated into the curriculum.*

**RECOMMENDATIONS:**

- a) Continue to provide state of the art software and equipment in the High Tech Center so that state of the art software and equipment can continue to be incorporated into the Technical Assistance Lab (TAL) curriculum.
- b) Get the proposed Individual Assessment of Learning Strengths and Weaknesses course approved through the Curriculum Committee as soon as possible since it will serve as a means to providing low-cost assessment of individualized learning strengths and weaknesses for the purpose of determining if students qualify for educational accommodations, in addition to generating higher FTES for the program.
- c) Offer the Empowerment class each semester so students with disabilities have the opportunity to learn about advocacy and access year round.
- d) Offer the Technical Assistance Lab (TAL) course during summer session.

**NEED**

**COMMENDATIONS:**

- a. The program has provided greater access for students with disabilities in computer labs throughout the campus.
- b. Continued collaboration with current campus computer labs has enabled the students to access all labs on campus.
- c. The Empowerment class teaches students with disabilities to advocate for themselves and how to ask instructors for accommodations.
- d. The Technical Assistance Lab (TAL) course teaches students with disabilities how to use adaptive computer software and

equipment to facilitate their academic success. Adaptive software and equipment are a means of providing equal access to students with disabilities.

- e. Offering learning disability assessment throughout the semester has met the needs of many students and instructors by allowing students access to assessment and determination of program eligibility without a long waiting period. This has enabled students to receive appropriate and reasonable accommodation in a timely manner.
- f. Created an Alternate Media Production Center in ED 223. The Alternate Media Production Center is used for Braille, embossing, printing enlarged print on large sheets of paper, for voice recognition, developing etext, and shredding old etext CDs.
- g. DSP&S has hired two new technologically savvy student workers to assist in the High Tech Lab, with the production of electronic text, and the etext orientation workshops.
- h. Despite decreased enrollment at Citrus College over the past couple of years, the DSP&S program has continued to grow (see Appendix A, p. 23).

**PREVIOUS RECOMMENDATIONS COMPLETED:**

- a) From 00/01: Technical Assistance Lab (TAL): "Consider the need to open the lab in the evening hours."

*The High Tech Lab is now open until 7:00 pm on Monday.*

- b) From 00/01: "Continue collaborative effort with the campus computer labs."

*DSP&S works collaboratively with TeC Services to ensure accessibility of the campus computer labs.*

**RECOMMENDATIONS:**

- a) Increase staff training to ensure access to adapted software and equipment for students with disabilities.

- b) Develop a DSP&S 1 unit non-transferable credit course (DSPS 105) that specifically instructs students with disabilities on how to use assistive technology.
- c) Develop a DSP&S .5 unit credit course for assessment of students with learning disabilities (DSPS 075) so as to increase student contact and provide more FTEs for the program.
- d) Develop a DSP&S .5 unit course (DSPS 085) to teach students with disabilities how to use electronic text (etext).
- e) Take an active role in working with faculty, TECS, and facilities when planning new computer labs to ensure access for students with disabilities.
- f) Continue to develop our Alternate Media Production Center. We need a high speed scanner so as to increase the production of electronic text; this will be especially important with the implementation of the compressed calendar because we will have even shorter turn around times for student etext requests.
- g) Increase the space of the High Tech Center.
- h) Establish annual maintenance of the High Tech Lab by the District.
- i) Improve collaborative effort with all of the campus computer labs.
- j) Work with the Audio/Visual department to develop a plan to maintain the closed captioning equipment.
- k) Continue to encourage students with disabilities to use the Kurzweil Reader in the Library. This will likely increase their use of other Library resources.
- l) Continue to offer the COUN 160 for DSP&S students. Additionally, continue to have these students receive a specialized Library Orientation.

## FEASIBILITY

### COMMENDATIONS:

- a) Students with disabilities continue to be able to use the High Tech Lab's adaptive software and equipment to facilitate the successful completion of class assignments.
- b) The High Tech Lab provides current adaptive software and equipment for students with disabilities.
- c) The Empowerment course informs students with disabilities about other services on campus and invites faculty and staff from other departments to discuss their services with the students with disabilities.
- d) Faculty and staff are appropriately qualified to perform their job duties.

### PREVIOUS RECOMMENDATIONS COMPLETED:

- From 00/01: Technical Assistance Lab (TAL): "Provide access to E-mail in the High Tech Lab."

*The High Tech Lab has access to the internet, and therefore, email, on all of its computers.*

- From 00/01: Technical Assistance Lab (TAL): "Continue to upgrade the software and adaptive equipment in the High Tech Lab."

*The High Tech Lab continues to upgrade the software and adaptive equipment.*

### RECOMMENDATIONS:

- a) Increase the size of the High Tech Lab. Its current size impedes adequate instruction to our program's student population as there is a need for more space and more computers. There is only enough space for a maximum of 5 students; however, if any of those students are in wheelchairs and/or have an aide, the available space is even less.

- b) Develop an Alternate Media Production Center so as to make more space in the High Tech Lab. An Alternate Media Center is designed to assist faculty, staff, and students with disabilities by providing access to alternative media formats to meet a variety of instructional needs. They can include, but are not limited to Braille, large print, e-text, captioning, tactile graphics, accessible online teaching and learning, accessible college web site, etc. Additionally, this will also reduce distractions in the High Tech Lab from the Braille machine which is noisy and distracting.
- c) Create a team effort to improve etext services and especially to improve student use of etext; development of improved etext production methods.
- d) Another office is needed so we can increase the number of our learning disability assessments (see Appendix B, p. 24).

## **QUALITY**

### **COMMENDATIONS:**

- a) The faculty in the DSP&S program continue to meet federal, state, and district qualifications.
- b) Students with disabilities continue to be able to use the High Tech Lab for class assignments.
- c) Both the Technical Assistance Lab (TAL) and Empowerment classes have updated course outlines that include student learning outcomes.
- d) The DSP&S program meets the stated course objectives in the form of student learning outcomes.
- e) DSP&S has provided four Flex Day seminars (two during the 06/07 academic year) as a means of informing and educating faculty and staff in other departments regarding the needs of students with disabilities.



## **PREVIOUS RECOMMENDATIONS COMPLETED:**

- From 00/01: Technical Assistance Lab (TAL): "Provide staff development and opportunities to participate in seminars and workshops."

*DSP&S encourages faculty and staff to attend appropriate conferences, workshops, seminars, and region meetings as a means of increasing the knowledge, skills, and abilities required for their particular jobs.*

## **RECOMMENDATIONS:**

- a) Continue to provide staff development and opportunities in seminars and workshops (i.e., Flex Day, Diversity Day).

## **COMPLIANCE**

### **COMMENDATIONS:**

- a) Upon continuing to offer this program, the district is in compliance with the federal and state laws and regulations that mandate equal access to instruction and support services.
- b) All campus computer labs continue to be accessible to students with disabilities according to federal and state guidelines.
- c) Course outlines include course requirements, course objectives in the form of student learning outcomes, and a schedule of course topics.
- d) The DSP&S program meets with the Advisory Committee annually.
- e) All DSP&S students receive the DSP&S Student Handbook which includes the Student Code of Conduct policies.

## **PREVIOUS RECOMMENDATIONS COMPLETED:**

- From 00/01: Technical Assistance Lab (TAL): "Continue to offer the course and High Tech Lab to ensure computer access on the campus."

*The High Tech Lab continues to offer the Technical Assistance Lab (TAL) course as a means of ensuring computer access on campus.*

### **RECOMMENDATIONS:**

- a) Continue to meet federal and state ADA/504/508 compliance by continuing to provide the Technical Assistance Lab (TAL) course in the High Tech Lab as a means of ensuring access to adaptive software and equipment on campus until access to a larger space for the High Tech Lab is feasible.
- b) Develop a DSP&S course that will provide students with disabilities more in depth training on how to use adaptive software and equipment.
- c) Continue to make recommendations to faculty, staff, and administration regarding compliance with ADA/504/508 standards.
- d) Include district policy regarding attendance and cheating on the Technical Assistance Lab (TAL) syllabus.

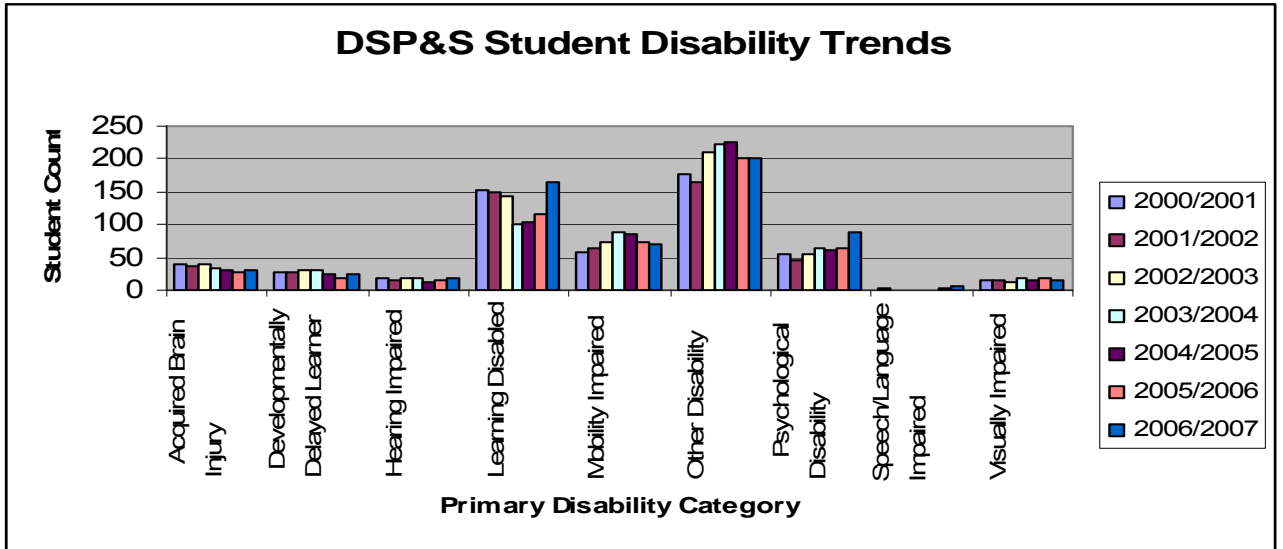
APPENDIX A

| <b>Unduplicated Headcount</b> | <b>00/01</b> | <b>01/02</b> | <b>02/03</b> | <b>03/04</b> | <b>04/05</b> | <b>05/06</b> | <b>06/07</b>           |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------------|
| <b>DSP&amp;S</b>              | 546          | 521          | 584          | 575          | 558          | 536          | 626                    |
| <b>College</b>                | 19,131       | 19,940       | 26,023       | 19,263       | 21,874       | 21,478       | Data Not Available Yet |

Note: This information was taken from the Chancellor's Office for the California Community Colleges website (<http://misweb.cccco.edu/mis/onlinestat/programs.cfm>). This is the data that was reported to the Chancellor's office by Citrus College.

APPENDIX B

Student Population Data



| Disability Category             | 00/01  | 01/02  | 02/03  | 03/04  | 04/05  | 05/06  | *06/07 |
|---------------------------------|--------|--------|--------|--------|--------|--------|--------|
| Acquired Brain Injury           | 39     | 38     | 39     | 34     | 30     | 27     | 29     |
| Developmentally Delayed Learner | 26     | 26     | 32     | 30     | 25     | 19     | 23     |
| Hearing Impaired                | 17     | 15     | 17     | 17     | 12     | 14     | 18     |
| Learning Disabled               | 153    | 150    | 144    | 102    | 105    | 117    | 164    |
| Mobility Impaired               | 59     | 64     | 74     | 87     | 84     | 73     | 71     |
| Other Disability                | 178    | 166    | 210    | 223    | 225    | 200    | 201    |
| Psychological Disability        | 56     | 45     | 56     | 65     | 61     | 65     | 87     |
| Speech/Language Impaired        | 3      | 1      | 1      | 0      | 1      | 2      | 5      |
| Visually Impaired               | 15     | 16     | 11     | 17     | 15     | 19     | 15     |
| Not Disabled                    | 18,585 | 19,419 | 25,439 | 18,688 | 21,316 | 20,942 | 15     |

Data Not Available Yet

Note: This information was taken from the Chancellor's Office for the California Community Colleges website

(<http://misweb.cccco.edu/mis/onlinestat/programs.cfm>). This is the data that was reported to the Chancellor's office by Citrus College.

\* Data will not be fully accurate until the completion of the 2006/2007 academic year.

Important Observation:

At the end of the 2005/2006 academic year, the number of learning disabled students served by DSP&S has decreased by 24% since the 2000/2001 academic year, while the "other disabled" student population has increased by 11%. This is the result of a decrease in the amount of learning disability assessments that occurred beginning

in the 2002/2003 academic year and continuing through the 2005/2006 academic year. This has been due to the lack of available office space for learning disabilities (LD) assessment. The number of students assessed has been directly impeded by the lack of available testing rooms. In addition to the inability to test in a timely manner, the space limitation had also limited the number of hours of the part-time LD Specialist. The days and times worked by the part-time specialist have been dictated by the days and times of available rooms. Based on counselor recommendations, the number of LD assessments would significantly increase, in part, if the testing facilities were increased. The learning disability numbers increased in the 2006/2007 year due to the implementation of year-round learning disability assessment. In previous years, learning disability assessments were only offered the first several weeks of the fall and spring semesters, with no testing being provided in the summer.

CITRUS COLLEGE  
Disabled Students Program & Services  
2006-2007

**Key Performance Indicators**

| Key Performance Indicator  | 2002-2003  | 2003-2004   | 2004-2005  | 2005-2006   | 2006-2007              |
|--|--|---|--|---|------------------------|
| <b><i>Program Access</i></b>                                       |  |   |  |   |                        |
| Majors   | n/a  | n/a   | n/a  | n/a   | n/a                    |
| New Majors   | n/a  | n/a   | n/a  | n/a   | n/a                    |
| Courses Offered  | 1  | 1   | 1  | 1   | 2                      |
| Day  | 1  | 1   | 1  | 1   | 2                      |
| Evening  | 1  | 1   | 1  | 1   | 1                      |
| Weekend  | 0  | 0   | 0  | 0   | 0                      |
| Short Term   | 0  | 0   | 0  | 0   | 0                      |
| Distance Education   | 0  | 0   | 0  | 0   | 0                      |
| Registrations  | 11   | 17  | 30   | 28  | 40                     |
| Weekly Student Contact Hours                                       | 11   | 17  | 30   | 28  | 61                     |
| Full-Time Equivalent Students                                      | .34  | .69   | 1.37   | 1.28  | Data Not Available Yet |
| Non-Traditional/Special Populations                                | 11   | 17  | 30   | 28  | 40                     |
| Available Jobs   | n/a  | n/a   | n/a  | n/a   | n/a                    |
| <b><i>Program Resources</i></b>                                    |  |   |  |   |                        |
| Credit Reimbursement Rate  | Credit=2404.93<br>NC=1573.99                                 | Credit=2410.2<br>NC=1573.99                                 | Credit=2464.6<br>NC=1611.92                                | Credit=2728.97<br>NC=1680.1                                 | Data Not Available Yet |
| Revenue-FTES X Reimbursement Rate                                  | 21.56*2404.93=51850<br>.78*1573.99=1228<br>+51850+1228=53078 | 17.3*2410.2=41696<br>3.32*1573.99=5226<br>+41696+5226=46922 | 19.54*2464.6=48158<br>1.5*1611.92=2418<br>48158+2418=50576 | 10.08*2728.97=27508<br>1.92*1680.1=3226<br>27508+3226=30734 | Data Not Available Yet |
| Full-Time Equivalent Faculty Personnel                             | 3  | 3   | 3  | 3   | 3                      |
| Total District Program Budget                                      | 687144   | 673328  | 680558   | 665974  | 697841                 |
| Grants – VTEA and PFE  | n/a  | n/a   | n/a  | Capital Project=1250<br>Instr'l Equip=3007<br>FWS=697       | FWS=5000               |
| Industry Contributions   | -  | -   | -  | -   | -                      |
| <b><i>Program Efficiency – per TOP code within the Program</i></b> |  |   |  |   |                        |
| *Productivity – WSCH/FTEF (525=good)                               | 3.67   | 5.67  | 10.00  | 9.33  | 20.33                  |
| Average Class Size   | 5.5  | 8.5   | 10   | 9.33  | 13.33                  |
| **Fill Rate  | 18%  | 30%   | 38%  | 28%   | 67%                    |
| FTEF per FTEF  | .11  | .23   | .46  | .43   | Data Not Available Yet |
| Cost per FTEF – District Program Budget/FTEF                       | n/a  | n/a   | n/a  | n/a   | n/a                    |
| <b><i>Program Success</i></b>                                      |  |   |  |   |                        |
| Course Retention – D or better                                     | 0  | 0   | 1  | 0   | Data Not Available     |

|                                   |     |     |     |     |                        |
|-----------------------------------|-----|-----|-----|-----|------------------------|
|                                   |     |     |     |     | Yet                    |
| Course Success – C or better      | 5   | 10  | 19  | 15  | Data Not Available Yet |
| Degrees Awarded                   | n/a | n/a | n/a | n/a | n/a                    |
| Skill Awards/Certificates Awarded | n/a | n/a | n/a | n/a | n/a                    |
| Employment Rate – UI Wage Data    | n/a | n/a | n/a | n/a | n/a                    |
| Student Satisfaction              | -   | -   | -   | -   | -                      |
| Employer Satisfaction             | -   | -   | -   | -   | -                      |

\*Productivity is based on a formula established by the California Community Colleges Chancellor's Office as to disabled population served. DSP&S is a categorically-funded program. The DSPS allocation formula consists of three parts:

**1) Base Allocation (fixed costs):** This amount was originally meant to cover the DSPS Coordinator salary and benefits.

**2) Weighted Student Count (WSC):** After the Base Allocation is distributed, then 90% of the remaining funds are allocated on the WSC.

**3) College Effort:** The formula rewards "college effort" as measured by the college general fund revenues allocated to serve students with disabilities. 10% of the DSPS funding provided by the State is to be distributed to the college based on this element of the formula. College

is calculated in the following manner:

Total DSP&S Income (DSP&S Allocation + Special Class FTES funds + "Other" Income) – Total DSP&S Expenditures = College Effort

If a college spent more on DSPS than they received funding that is restricted to only be spent on DSPS, then they had college effort.

If a

college spent less on DSPS than what could only be used for DSPS, then they had unspent funds and their apportionment for the next year

will be adjusted to recover the difference. The amount of "return" on dollars spent on college effort varies year-to-year, but will usually give

anywhere from \$0.25 to \$0.40 in the next year's DSPS allocation for every \$1.00 spent above what they must spend on DSPS, or

"college

effort."

\*\*Fill-rate for DSPS 103L: Technical Assistance Lab is low because of lack of space in the High Tech Center to accommodate more students. Only 5 students maximum can fit in the High Tech Center and this number is reduced if students are in wheelchairs and/or have an aide/personal attendant with them.

Disabled Students Program & Services  
2006-2007

**Enrollment Trends**

| Class          | Fall 02 | Spr 03 | Fall 03 | Spr 04 | Fall 04 | Spr 05 | Fall 05 | Spr 06 | Fall 06 | Spr 07 |
|----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| 090            | n/a     | n/a    | n/a     | n/a    | n/a     | n/a    | n/a     | n/a    | 21      | n/a    |
| 103L           | 6       | 5      | 8       | 9      | 20      | 10     | 16      | 12     | 10      | 9      |
| Semester Total | 6       | 5      | 8       | 9      | 20      | 10     | 16      | 12     | 31      | 9      |









## COURSE CONTENT

- I. Introduction to the learning disability evaluation process
- II. Learning History
  - a. Intake interview
    - i. referral information
    - ii. developmental history
    - iii. family history
    - iv. work history
    - v. health information
    - vi. educational information
    - vii. cultural and linguistic information
- III. Learning Styles
  - a. Self-report survey of learning styles
    - i. language ability
    - ii. math problems
    - iii. study effort
    - iv. grade satisfaction
    - v. spelling problems
    - vi. assignment completion
    - vii. learning rate
- IV. Academic Skills
  - a. Answer questions, both orally and written, about past academic performance and ongoing school achievement.
  - b. Write about personal learning difficulties and history of compensatory strategies and/or avoidance.
  - c. Academic basic skills assessment
    - i. reading
      1. word pronunciation
      2. reading decoding
      3. reading fluency
      4. reading comprehension
    - ii. writing
      1. spelling
      2. writing fluency
      3. writing samples
    - iii. arithmetic
      1. math calculations
      2. math fluency
      3. math reasoning
- V. Aptitude
  - a. Cognitive abilities assessment
    - i. verbal reasoning
    - ii. non-verbal reasoning
    - iii. visual processing
    - iv. auditory processing
    - v. short-term/working memory
    - vi. mental processing speed
- VI. Assessment Results
  - a. Report and discuss complete assessment results
    - i. learning history

- ii. learning styles
- iii. academic skills strengths and weaknesses
- iv. aptitude strengths and weaknesses

VII. Learning Strategies

- a. Discuss effective learning strategies based on individual strengths and weaknesses

VIII. Services

- a. Discuss eligibility/ineligibility for DSP&S services
- b. Recommend campus services
- c. Recommend community services

IX. Educational Planning

- a. Develop an appropriate educational plan based on individual strengths and weaknesses

**OBJECTIVES/STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, the student should be able to:

**Communication (Personal Expression and Information Acquisition)**

1. Identify individual learning strengths and weaknesses that influence academic performance and school achievement by expressing learning strengths and weaknesses through a personal interview with the Learning Disabilities Specialist.
2. Identify campus services, and, if appropriate, services through the Disabled Student Programs and Services department which may help the student succeed in school by describing what approved and recommended educational accommodations are to the Learning Disabilities Specialist.

**Creative, Critical, and Analytical Thinking**

3. Develop an educational plan for academic and/or vocational success by developing an appropriate student educational plan with the assistance of a counselor.
4. Implement learning strategies to improve classroom performance and basic skills by using the approved educational accommodations and assistive technology.
5. Set realistic long-term college goals and short-term objectives, resulting in either the development of an educational plan, and if applicable, referrals to other appropriate services, programs, and/or agencies by developing appropriate goals and objectives with a counselor.

**Technology/Information Competency**

6. Recognize technology and assistive devices that can enhance student performance in school by completing DSP&S orientations, workshops, courses, and/or labs.

**Community, Critical, And Analytical Thinking**

7. Identify appropriate college and/or community services to successfully navigate academic courses by listing and discussing what services the college and/or community services offers with the Learning Disabilities Specialist.

## **METHODS OF INSTRUCTION**

Lecture  
Student discussion  
Guided instruction  
Demonstrations

## **METHODS OF EVALUATION/ASSESSMENT**

Student participation  
Intake Interview  
Academic Attribute Survey (AAS)  
Nelson-Denny (N-D)  
Wechsler Individual Achievement Test – Second Edition (WIAT-II)  
Wide Range Achievement Test – Revision 3 (WRAT3)  
Woodcock-Johnson Third Edition (WJ-III): Tests of Achievement  
Woodcock-Johnson Third Edition (WJ-III): Tests of Cognitive Ability  
Wechsler Adult Intelligence Test – Third Edition (WAIS-III)  
Standard Progressive Matrices (SPM)

## **REQUIRED TEXT AND MATERIALS**

Instructor provided materials

Supplementary Reading:

*Disabled Students Program & Services Student Handbook. (2003). Citrus College  
Community College, CA: Disabled Students Programs and Services.*