

(Including Reedley, Madera, and Oakhurst Campuses)

Disabled Students Programs & Services

Program Review - Cycle Four

### 

### Program Review Self-Study: Hybrid Programs

Please respond to the following statements in order, as appropriate for your program. They are designed to create a thread of narration.

**I. General Information**

A. List the Instructional Area(s)

Developmental Services

B. The program is offered (please select all appropriate locations):

**X** Reedley College **X** Madera Center **X** Oakhurst Site ☐Distance Education

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

|  |  |  |
| --- | --- | --- |
| **COURSE** | **TITLE** | **TOP** |
| DEVSER-255 | WORKABILITY EXPERIENCE | 4930.12 |
| DEVSER-275 | HORTICULTURE SKILLS I | 109.00 |
| DEVSER-276 | HORTICULTURE SKILLS II | 109.00 |
| DEVSER-212 | HEALTH MANAGEMENT | 837.00 |
| DEVSER-213 | COMMUNICATION AND ADVOCACY | 2207.00 |
| DEVSER-214 | GOVERNMENT BASICS | 2207.00 |
| DEVSER-240 | TRANSITION TO COLLEGE FOR STUDENTS WITH DISABILITIES | 4930.13 |
| DEVSER-241 | BRIDGE TO COLLEGE ARITHMETIC | 1701.00 |
| DEVSER-242 | BRIDGE TO COLLEGE READING | 1520.00 |
| DEVSER-250 | WORKABILITY ASSESSMENT AND CAREER AWARENESS | 4930.10 |
| DEVSER-251 | WORKABILITY PREPARATION AND JOB PLACEMENT | 4930.12 |
| DEVSER-252 | WORKABILITY STRATEGIES AND JOB MAINTENANCE | 4930.12 |
| DEVSER-259 | STRATEGIES INTERVENTION | 4930.32 |
| DEVSER-262 | GROUP INTERACTION FOR STUDENTS WITH DISABILITIES | 4930.11 |
| DEVSER-263 | GROUP DYNAMICS-PEER MENTORING | 4930.11 |
| DEVSER-270 | MONEY SKILLS | 4930.31 |
| DEVSER-271 | LIFE SKILLS | 4930.31 |
| DEVSER-272 | CONSUMER SKILLS | 4930.31 |
| DEVSER-273 | INDEPENDENT LIVING SKILLS | 4930.31 |
| DEVSER-277 | ADAPTED COMPUTER LITERACY | 4930.30 |
| DEVSER-283 | COMPUTER APPLICATIONS OF SOFTWARE TO READING AND WRITING | 4930.30 |

D. General description of program(s) or service(s) offered:

D1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

**Reedley College DSP&S**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key: DSP&S-General Disabled Students Program & Services, WAIII-Workability III, SSS-Student Support Services TRIO | | | | | | |
| **FTE COUNT** | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | **% Division 14-15** |
| **ADMINISTRATORS** |  |  |  |  |  |  |
| District Director of DSP&S | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.62% |
| Director of DSP&S-North Centers | 0.25 | 0.25 | 0 | 0 | 0 |
| **FULL-TIME FACULTY** |  |  |  |  |  |  |
| DSP&S Counselor | 1 | 1 | 1 | 1 | 1 | 26.14% |
| DSP&S Counselor – Willow International | 0 | 0 | 0.25 | 0.25 | 0.25 |
| DSP&S Instructor (Jerry – Devser 275/276) | 0.30 | 0.30 | 0.15 | 0 | 0 |
| DSP&S L.D. Specialist | 1 | 1 | 1 | 1 | 1 |
| SSS Counselor/Coordinator | 1 | 1 | 1 | 1 | 1 |
| WA III Counselor/Coordinator | 1 | 1 | 1 | 1 | 1 |
| **ADJUNCT FACULTY** |  |  |  |  |  |  |
| DSP&S Counselor (TTC | 0.67 | 0.335 | 0.60 | 0.67 | 0.67 | 18.14% |
| DSP&S Counselor (General DSP&S) | 0 | 0 | 0 | 0 | 0.4 |
| DSP&S Instructor | 1.46 | 1.98 | 1.69 | 1.85 | 1.48 |
| DSP&S L.D. Specialist (Sherman/Chris) | 0.10 | 0 | 0 | 0.286 | 0 |
| WAIII Counselor (Janelle) | 0 | 0 | 0 | 0 | 0.40 |
| **CLASSIFIED** |  |  |  |  |  |  |
| DSP&S Office Assistant (FT) | 1 | 1 | 1 | 1 | 1 | 24.60% |
| DSP&S Alt. Media Specialist (FT) | 1 | 1 | 1 | 1 | 1 |
| SSS Account Clerk (FT) | 1 | 1 | 1 | 1 | 1 |
| WA III Job Developer (PT) | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| WA III Instructional Aide (PT) | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| **STUDENTS – XXO** |  |  |  |  |  |  |
| Student Aide-Reedley College | 0.11 | 0.54 | 0.62 | 1.69 | 2.02 | 17.16% |
| Student Aide-Willow International | 0.01 | 0.01 | 0.09 | 0.54 | 0.77 |
| **STUDENTS – F. WK STUDY** |  |  |  |  |  |  |
| Student Aide-Reedley College | 0.53 | 0.69 | 0.58 | 0.18 | 0.00 | 1.97% |
| Student Aide-Willow International | 0.50 | 0.57 | 0.40 | 0.28 | 0.32 |
| **TOTAL** | **12.03** | **12.78** | **12.48** | **13.85** | **14.41** | **88.62%** |

\*% of division calculated using total from RC, MC and OC due the way DSP&S is budgeted.

**Madera Center DSP&S**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key: DSP&S-General Disabled Students Program & Services | | | | | | |
| **FTE COUNT** | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | **% Division 14-15** |
| **ADJUNCT FACULTY** |  |  |  |  |  |  |
| DSP&S Counselor (Traci) | 0.67 | 0.335 | 0.40 | 0.67 | 0.67 |  |
| DSP&S Instructor | 0.267 | 0.267 | 0.133 | 0.133 | 0.133 | 4.94% |
| **STUDENTS – XXO** |  |  |  |  |  |  |
| Student Aide-Madera Center | 0.14 | 0.26 | 0.93 | 0.65 | 1.05 | 6.46% |
| **STUDENTS – F. WK STUDY** |  |  |  |  |  |  |
| Student Aide – Madera Center | 0.35 | 0.52 | 0.0 | 0.0 | 0.0 | 0.00% |
| **TOTAL** | **1.43** | **1.38** | **1.46** | **1.45** | **1.85** | **11.38%** |

\*% of division calculated using total from RC, MC and OC due the way DSP&S is budgeted.

**Oakhurst Center DSP&S**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key: DSP&S-General Disabled Students Program & Services | | | | | | |
| **FTE COUNT** | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | **% Division 14-15** |
| **ADJUNCT FACULTY** |  |  |  |  |  |  |
| DSP&S Instructor | 0 | 0 | 0.53 | 0.267 | 0 | 0% |
| **TOTAL** | **0** | **0** | **0.53** | **0.267** | **0** | **0%** |

\*% of division calculated using total from RC, MC and OC due the way DSP&S is budgeted.

D2. Listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

**Bridge Courses:  
Devser 240 College Transition (Spring)** 1 unit, 1 lecture hour, (Credit/No Credit)   
This course is designed to assist students in preparing for their initial semester in a community college. The student will learn to navigate the State Center Community College District campuses, utilize resources and become familiar with academic policies, procedures and services. Course content will cover issues related to accommodations and resources available to students with disabilities to help enable them to be successful in a college setting including disability evaluation and assessment, alternative media, course selection, and scheduling. This course is designed for students with disabilities.   
  
**Devser 241 Bridge to College Arithmetic** 2 units, 1 lecture and 4 lab hours per week, (Credit/No Credit) This course is designed for students with learning disabilities who have math skills below those required for Math 260. Students will develop skills in the mechanics and applications of arithmetic involving computing with whole numbers and solving word problems necessary for Math 260. Placement in course may be by counselor or faculty referral. This course is also recommended for students who are not successful in completing Math 260.   
  
**Devser 242 Bridge to College Reading** 3 units, 2 lecture and 3 lab hours per week, (Credit/No Credit) This course is designed for students with learning disabilities who have reading skills below those required for English 260. Students will develop skills and strategies for attention, memory, language processing, logical thinking, reading decoding, reading comprehension, and vocabulary necessary for English 260. Students may be placed in this class by counselor or faculty referral. This class is also recommended for students who are not successful in completing English 260.   
  
**Learning Disability Skills Courses:  
Devser 259 Strategies Intervention** 1 unit, 1 lecture hour (Graded)This course focuses on developing an understanding of the barriers presented by learning disabilities as well as identification of individual strengths. Students will practice learning strategies that will help them in the areas of motivation, concentration, listening comprehension, short and long term memory, note taking, reading comprehension, test taking, and classroom communication. This course is designed for students with an identified learning disability or who may have a learning disability.   
  
**Devser 283 Computer Applications of Software for Reading and Writing** 3 units, 2 lecture hours, 2 lab hours, (Credit/No Credit)   
This course is designed for students who need training in use of computer technology to facilitate collegiate reading and writing. Programs to be covered include: Dragon Naturally Speaking, Kurzweil, Inspiration, Read Please, and the adaptive features of Windows. Students will be expected to complete reading and writing assignments using these programs. This course is designed for students with disabilities as well as students who want to improve their basic literacy skills using technology.   
  
**Workability Courses: Devser 250 Workability Assessment and Career Awareness (Fall)** 3 units, 2 lecture, 3 lab hours, (Credit/No Credit) This course focuses on developing skills in the area of career assessment, career awareness, career exploration, and career development. Students will participate in exercises to help them choose and explore a chosen career path. This course is designed for students with disabilities.   
  
**Devser 251 Workability Preparation & Job Placement (Spring)** 3 units, 2 lecture, 3 lab hours, (Credit/No Credit) This course focuses on the development of skills in the areas of work preparation, job placement, and compensatory skills in preparation for work. Students will explore disability issues related to employment, develop an employment portfolio, gain interviewing skills, and become familiar with the Americans with Disabilities Act and disability-related issues in the hiring process. This course is designed for students with disabilities.   
  
**Devser 252 Workability Strategies and Job Maintenance (Summer)** 2 units, 2 lecture hours, (Credit/No Credit) This course is designed for students with disabilities. Students will use compensatory skills and strategies related to personal disabilities, work ethics, reasonable accommodations and social skills to help support employment retention. This course is designed for students with disabilities.   
  
**Devser 255 Workability Experience** 1-4 units, (Credit/No Credit) This course emphasizes developing skills through work experience in the areas of time management, following directions and instructions, appropriate work behaviors, and planning vocational choices. This course is designed for students with disabilities.   
  
**Independent Advancement Courses:  
Devser 212 Health Management (rotated offering)** 2 units, 2 lecture hours, (Credit/No Credit) This course focuses on student health issues and addresses the recognition of health risk factors in the areas of diet, stress, exercise, sexual behavior, and personal safety. Students will develop strategies for the establishment of a safe and healthy lifestyle. This course is designed for students with disabilities.   
  
**Devser 213 Communication and Advocacy (rotated offering)** 2 units, 2 lecture hours, (Credit/No Credit) This course focuses on exploring the impact of disability and developing strategies to improve communication and self-advocacy skills. Topics addressed will include the steps necessary for effective communication, the use of "I" statements, disclosing disability/disability limitations, appropriately requesting reasonable accommodations, appropriate social etiquette and effective techniques for conflict resolution. This course is designed for students with disabilities.   
  
**Devser 214 Government Basics (rotated offering)** 2 units, 2 lecture hours, (Credit/No Credit) This course focuses on developing the students' understanding of the function of government and their role within it as a citizen. Topics addressed will include the basic structure of government, legislation impacting disability issues, disability resources/services available in the community and a citizen’s influence on government. This course is designed for students with disabilities.   
  
**Devser 262 Group Interaction** 2 units, 2 lecture hours (Credit/No Credit) This course focuses on the development of self-understanding and social skills through group interactions. Students will participate in topic discussions and practice using appropriate social skills through interactions with other individuals and small groups. This course is designed for students with disabilities.   
  
**Devser 270 Money Skills (rotated offering)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on developing basic skills and terminology associated with using money. Topics covered include coin/currency identification, coin/currency value determination, counting coins/currency and choosing the appropriate coin(s)/currency to pay for a purchase. This course is designed for the developmentally delayed learner in preparation for Devser 272: Consumer Skills.   
  
**Devser 271 Life Skills (rotated offering)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on developing basic life skills to complete daily necessary tasks to care for individual needs. It is designed for the developmentally delayed learner in preparation for Devser 273: Independent Living Skills.   
  
**Devser 272 Consumer Skills (rotated offering)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on the development of basic personal money management skills. Students will integrate basic money skills into personal strategies for managing their own money. This course follows Devser 270 in money skills development and is designed for the developmentally delayed learner.   
  
**Devser 273 Independent Living Skills (rotated offering)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on the development skills necessary for life management in living as independently as possible. Students will develop strategies to manage their personal needs and schedule. This course follows Devser 271 in life skills development and is designed for the developmentally delayed learner.   
  
**Devser 277 Adaptive Computer Literacy** 2 units, 1 lecture hour, 3 lab hours (Credit/No Credit) This course provides an introduction to computers, basic computer components and common computer applications with emphasis on developing computer use skills and exploring adaptations for effective computer use. This course is designed for students with disabilities.   
  
**Environmental Horticulture Courses: No Longer Offered   
Devser 275 Horticulture Skills I (Fall)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on the basic techniques of foliage plant care with an emphasis on transferable employment skills. This course is designed for students with disabilities.   
  
**Devser 276 Horticulture Skills II (Spring)** 2 units, 6 lab hours, (Credit/No Credit) This course focuses on intermediate techniques of foliage plant care and basic design with an emphasis on transferable employment skills. The course is designed for students with disabilities.

D3. List of degrees and certificates;

Developmental Services: Certificate in Life Skills Community Emphasis (R.999A.CN)

Developmental Services: Certificate in Life Skills Workability Emphasis (R.999B.CN)

D3. Does your program allow AP credit;

☐ Yes X No

Explain: Developmental Services Courses are basic skill level course offerings.

D4. Does your program have articulation agreements (eg. 2+2, Occutrack);

☐ Yes X No

Explain: Developmental Service Courses have not been articulated with other instructional curriculum programs through other institutions.

D5. Brief facilities overview;

**REEDLEY COLLEGE**:

DSP&S is housed in the DSP&S building. We have been housed there since our program’s inception in 1975. General DSP&S Services, Workability III (a California State Department of Rehabilitation Collaborative program), and Student Support Services TRIO Program (a U.S. Department of Education program) share these facilities. The facilities are basically broken into halves. One half is used as a greeting area, for office support staff, alternate media, a student adaptive computer lab, and a private office for adjunct counseling. The other half provides three small offices utilized by Counselors (DSP&S, WAIII, and SSS) and an open area where up until Spring 2015 test accommodations and proctoring were implemented. WAIII staff also have work stations in this area where they meet with students and work on daily tasks. Beginning in Fall 2014 DSP&S utilized additional space to implement/proctor appropriate test accommodations in the Library Computer Lab alcove, Tutorial Center conference room, and other campus conference rooms as needed. Beginning Fall 2015, the Humanities 59 room was equipped with furniture and technology to begin being used for test proctoring accommodations as well as other campus testing needs. Unfortunately the staffing for this area has not been established so it is not utilized on a consistent basis for DSP&S test proctoring accommodations. The Learning Disability (LD) Specialist has an office space outside of the main DSP&S building which she uses to meet with students, complete paperwork, and administer LD testing.

DSP&S utilizes classroom space in various buildings all over the campus for instruction. DSP&S is not assigned a classroom therefore most Developmental Service Courses are scheduled in different rooms depending on the day and time. One course may have 2-3 classrooms. This is not effective facility use based on the population being served and the increase in instructional facilities. In Spring 2011, DSP&S was given priority to schedule classes in POR 3 but that was then taken away with the addition of Reedley Middle College High School growth in Fall 2014. DSP&S is now back to struggling to find appropriate classroom space.

**MADERA CENTER**

The DSP&S facilities at the Madera Center are currently comprised of two offices. One is located with the Counseling and Student Services Department. The office space is used by the part-time counselor and student workers. The other office is located in the same building and houses computers with adaptive software and is also used to implement/proctor appropriate test accommodations. In Fall 2015, the test proctoring space was equipped with partitions to help reduce noise and distractions. Space for LD assessments are arranged as needed. DEVSER classes are assigned space by the Associate Dean of Instruction.

**OAKHURST CENTER**

The Oakhurst Center has a computer lab that has one computer with a scan and read station for students with disabilities to use while on campus. The DSP&S Counselor/Coordinator, LD Specialist and Alternate Media Specialist make arrangements for space as needed. Support services requiring facilities such as testing accommodations are coordinated with the Oakhurst Center Coordinator.

D6. Equipment requirements including ongoing maintenance requirements and costs;

All equipment and technology utilized by DSP&S at Reedley College and the centers are purchased through the Reedley College DSP&S budget. Due to the population of students that DSP&S serves, it is vitally important that DSP&S staff are up to date on the most recent technology advances available to address accommodation-related needs of students with disabilities. The DSP&S department uses technology to enhance teaching, learning, and the provision of services through available adaptive technology, reasonable accommodations, the High Tech Center, and online accessibility. Staff in all aspects of the DSP&S program work with students individually and in classes to ensure students are able to learn to effectively utilize the technology that best addresses their needs.

As an advocate for universal design, DSP&S consistently increases its use of and advocates for campus wide usage of technology including instructor class manuals on e-text, Blackboard, Web Advisor, and other adaptive software so faculty, staff, and students have increased access to services and more opportunities for applied practice with technology. Currently, computer technology is used in several DEVSER courses. All students who qualify are strongly encouraged to use books in e-text. The LD specialist has provided both formal and informal in-servicing to faculty to increase their understanding regarding the way that the multi-sensory input provided by books in e-text helps the students’ reading speed and comprehension, rather than being a “crutch” which will hinder them in the future. Campus wide students are increasingly required to use student email, Web Advisor, and Blackboard, but many of the DSP&S students are not using these programs independently. Therefore, through DEVSER courses and 1:1 meetings with DSP&S staff, students are provided support in learning how to effectively utilize these programs.

All full-time staff members have their own work area and are assigned a computer with approved district software and adaptive software as needed for student and faculty training. It is extremely important that DSP&S maintain backups of electronic data so that should one archival system fail, there is a backup in places to ensure records are not lost. DSP&S utilizes external hard drives and CD-R backups depending on the information being addressed. DSP&S also maintains two high speed scanners, located at Reedley College, for alternate media production. DSP&S maintains one braille embosser, located at the Madera Center, for production of materials for students who are blind.

DSP&S maintains 25 UbiDuo’s at Reedley College locations in strategic places on each campus/center to support with addressing communication access for students with hearing/speech disabilities.

|  |  |
| --- | --- |
| **UBIDUO LOCATION** | **Current Fall 2015** |
| Reedley College | |
| Administration - Reception Desk | 1 |
| FEM - Math Center | 1 |
| Bookstore | 1 |
| Humanities - Writing Center | 1 |
| Student Services - Nurse | 1 |
| Student Services - Admissions | 1 |
| Student Services - Financial Aid | 1 |
| Student Services - Counseling | 1 |
| Student Services - Business Office | 1 |
| Student Services - Veterans Office | 1 |
| Library - Circulation Desk | 1 |
| Library - Tutorial Center | 1 |
| DSP&S Main Office | 2 |
| DSP&S - Ashley Calhoun | 1 |
| Residence Hall | 1 |
| Student Activities | 1 |
| Student Support Services Bldg 1 | 1 |
| Student Support Services Bldg 2 | 1 |
| Police Dept. | 1 |
| Madera Center | |
| DSP&S lab/Tutorial | 1 |
| DSP&S Office | 1 |
| Bookstore | 1 |
| Admissions and Records | 1 |
| Oakhurst Center | |
| Office/DSP&S/Counseling | 1 |
| Total UbiDuo's | 25 |
|  |

DSP&S students at all locations have access to a High Tech Center (HTC) or designated computers on each site including adaptive computer equipment and software. The High Tech Center/Adaptive Computer Stations are equipped with Microsoft Office for general computer use and have adaptive software programs installed to provide students with the necessary tools for success. Adaptive software programs available on campus include: Inspiration, Kurzweil, Read Please, Dragon Naturally Speaking, Jaws, ZoomText, and Acrobat Reader (for large print). Fast ForWord Programs are available to students who want to independently improve auditory processing and reading skills. Depending on student needs, a variety of adaptive accessories are provided. These include but are not limited to: headsets with microphone, noise cancelling headsets, earbuds, keyboards, computer mice, etc.

Anticipated Software Updates/Support Required: To ensure efficient utilization of some software programs, DSP&S pays for software updates as necessary and technical support agreements.

In addition to the equipment available to students in the High Tech Centers, students who qualify for specified academic accommodations are also eligible to check out adaptive equipment through the DSP&S equipment loan program. The equipment loan program provides students access to Franklin spellers, MP3 players, electronic/tape recorders, Echo Smart Pens, magnifiers, adaptive computer software, laptop computers, and magnifiers.

**REEDLEY COLLEGE**:

The High Tech Center contains five computer stations. Each station includes an adjustable table, monitor, and chair, making full accessibility possible. In addition, adaptive software is available in the following areas on the Reedley College Campus: Library Computer Lab, DSP&S High Tech Center, Writing Center Lab, and the Dorm Lab.

DSP&S maintains two mobility carts that provide tram service for students with verified physical disabilities who require mobility assistance. The DSP&S trams require regular maintenance/service calls in order to be safely operational.

In 2014-2015 Reedley College designated Hum 59 as the Testing Center to provide campus support for implementation of test proctoring accommodations. DSP&S purchased adaptive furniture and computer stations for the Testing Center. DSP&S, along with support from the college, will need to maintain and update this equipment to ensure appropriate access for testing accommodations.

**MADERA CENTER:**

The Madera Center High Tech Center is equipped with four adaptive computer workstations, a printer, and a scanner. In addition, two adaptive computer stations are located in the library computer lab and one adaptive computer station in each instructional computer lab. All adaptive computer workstations at the Madera Center are on adjustable height tables. In addition, the Library has one scan and read station and one read only station.

**OAKHURST CENTER:**

The Oakhurst Center has an adaptive computer station with an adjustable height table in both computer labs.

D7. Supply requirements, if any.

All supplies utilized by DSP&S at Reedley College and the centers are purchased through the Reedley College DSP&S budget. General office supply needs include: toner/ink cartridges, paper, note cards, post-it notes, files folders, file dividers, staples, paper clips/clasps of multiple sizes, binders, binder dividers, paper, pens, pencils and highlighters, and flash drives.

DSP&S serves students with numerous immune system related disabilities. Because of this, it is of upmost importance that DSP&S maintain sanitary environments in office spaces and computer lab areas in which students are served. In order to do this, DSP&S provides ready access to hand sanitizer and sanitizing wipes.

DSP&S needs CD-R’s for alternate media production, NCR Notetaking paper, and notebooks and ink refills for the Echo Smart Pens in order to address appropriate access to these accommodations. In addition, DSP&S needs to maintain a supply of flash drives related to provision of testing accommodations.

In order to maintain the ability to offer Learning Disability Assessments, DSP&S must maintain a supply of the most current assessment batteries, score sheets, and computer scoring systems. Due to the difficulty that Reedley College students have in accessing psychological assessment services in the community for verification of disability, DSP&S also supports, in collaboration with the college, purchase of current psychological assessments.

E. Mission and Strategic Plan

E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

Reedley College Mission Statement: Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce and personal goals of our diverse population.

DSP&S at Reedley College and each of its centers supports the college mission statement in many ways, but “accessible” is the key word for our programs and services. DSP&S strives to make the college accessible to all students on campus and through distance education. DSP&S serves and participates on multiple committees and college meetings in an effort to improve campus knowledge of students with disabilities and promote access for all. DSP&S staff participates in outreach to increase access to services through class visits, Student Athlete Retention Program, Transition to College Program, and student workshops. DSP&S services are individualized to support student success. Students are met with individually to discuss their academic goals and provide disability-inclusive guidance, academic accommodations, disability-related services, adaptive technology, and address appropriate group-related services such as special classes and workshops to assist the student in accessing the learning opportunities offered by the college to increase their academic success.

E2. Describe how your program supports the College Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

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| **Proposed Implementation Program/Department Name: DSP&S Program Review Year: 2015-2016** | | | | |
| **Strategic Direction: 1**  **Student Success** | Goal Statement:  Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. | | | |
| Objective 1.1  Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| DSP&S completes an SEPA, SEPC and/or SEPU as appropriate for each student being served by the program.  Students accessing authorized accommodations. | SARS and Datatel query of SEPA, SEPC and SEPU appointment contacts.  SARS and Datatel query of accommodation-related student contacts. | DSP&S encourages SEP appointments through campaign efforts at key points each semester.  Counselors complete the SEP inclusive of disability-related considerations and recommendations for support services, including accommodations, during appointments with students  Each year students meet with their DSP&S counselor to review classes and update their authorized accommodations. DSP&S counselors and staff assist students as necessary with understanding the need for and access of their accommodations. | ☐ | Annually each academic year. |

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| **Proposed Implementation Program/Department Name: DSP&S Program Review Year: 2015-2016** | | | | |
| **Strategic Direction: 1**  **Student Success** | Goal Statement:  Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. | | | |
| Objective 1.4  Develop strategies to address unique needs of students to aid their academic success. (DO 1.1) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Learning Disability Assessments  Learning Disability Advising including study strategies, test taking strategies and assistive technology training. | Internal Learning Disability Reports maintained by the LD Specialist.  SARS/Datatel query of student contacts. | LD Specialist based on referrals from DSP&S Counselors, faculty and other referral resources.  Students check in for LD Advising times using SARS. LD advising is promoted through DSP&S, student services programs and college faculty. | ☐ | Annually each academic year. |

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| **Proposed Implementation Program/Department Name: DSP&S Program Review Year: 2015-2016** | | | | |
| **Strategic Direction: 2**  **Student Access and Services** | Goal Statement:  Reedley College is devoted to providing access and services for students to obtain their educational goals. (DO 2.1) | | | |
| Objective (insert objective number here) 2.2  (insert objective here)  Improve student admission, registration, counseling, and orientation services to optimize student educational planning. (DO 2.2) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Transition to College Program (all sites)  College Readiness Forums coordinated with campus Matriculation/Outreach (Reedley College and Madera Center)  Workability III/DSP&S Summer Bridge  Student Appointments | Enrollment Data/DSP&S MIS Report  Number of schools participating  Number of students attending  SARS query of Counseling Appointments | Adjunct counselor is responsible for maintaining data for this program.  Collaboration with DSP&S staff and RC/MC Matriculation/Outreach Staff.  DSP&S staff with support for the Department of Rehabilitation and campus student services  By counselors through appointments with students. | ☐ | Annually each academic year. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: DSP&S Program Review Year: 2015-2016** | | | | |
| **Strategic Direction:) 2**  **Student Access and Services** | Goal Statement:  Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success. | | | |
| Objective (insert objective number here) 2.3  Provide broad-based instructional support services relevant to the diverse needs of the students. | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Offer DEVSER courses to support students in preparing for success in general course offerings. | DEVSER course offerings  SLO assessments  DEVSER course completion rates | DEVSER course offerings  SLO Data will be compiled by instructors.  Successful completion rates will be requested from institutional researcher. | ☐ | Annually each academic year.  Collected according to the Program Review Timeline.  Evaluated every 5 years during program review cycle. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: DSP&S Program Review Year: 2015-2016** | | | | |
| **Strategic Direction: 5**  **Organizational Development and Effectiveness** | Goal Statement:  Reedley College is committed to persistently improving its institutional, fiscal and technological effectiveness for each campus. | | | |
| Objective (insert objective number here) 5.2  (insert objective here)  Ensure instruction and services for students are sufficient, equitable and consistent across locations. | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Students utilizing Fast ForWord  Students utilizing Kurzweil  UbiDuo access on all campus in critical/high use locations.  Echo Smart Pen Loan Program | Progress Tracker Statistics  Kurzweil usage statistics  Devices available in strategic locations.  Devices available for checkout to students. | Students identified through LD assessments and by DSP&S Staff referrals to LD Specialist.  DSP&S Staff through student appointments and workshops.  DSP&S staff in collaboration with location staff.  The Reedley College LD Specialist in collaboration with DSP&S counselors. | ☐ | Annually each academic year. |

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

**Previous Program Goals**

| **Goal** | **Status** | **Outcome** |
| --- | --- | --- |
| Use SARS for student appointments and student services data tracking. | **Spring 2012:** SARS is used for all student appointments and most student services data tracking within DSP&S. | Completed |
| Uniform use of MIS codes to streamline data collection. | **Spring 2012:** Progressing: Fewer codes being used.  **Spring 2013:** all staff using the same codes. This will require ongoing monitoring to ensure consistency.  **Spring 2014:** Further consolidation and revision of codes to align with Student Success Act reporting. Coordinated with general counseling and district-wide DSP&S departments.  **Spring 2015:** Continued monitoring to address issues as they arise. | Ongoing/Maintenance |
| Quiet, reduced distraction, accessible, monitored location for administration of testing accommodations. | **Spring 2012:** No Change: attempts have been made to establish test proctoring in alternate locations on campus.  **Spring 2013:**  Student complaint triggered increased administrative awareness of need. Location outside of DSP&S identified for use.  **Spring 2014:** DSP&S testing needs were discussed at campus facilities meeting and an interim location outside of DSP&S was identified and implemented. Use of testing accommodations continues to grow and student feedback is that the locations are still too noisy and distracting. A campus testing center is being proposed as part of a district-wide Title V Grant that is being submitted this year.  **Spring 2015:** Hum 59 was designated by facilities committee to become the new testing center beginning in Fall 2015. Staffing is undetermined and financial support for staffing has not been decided. | **Spring 2014:** Issue is being actively discussed and a solution is being pursued. Tutorial Center conference rooms (when not in use by group tutorial sessions), library computer lab alcove and DSP&S office are the current options available for testing accommodations. The Library Computer Lab alcove has been utilized since finals week of Fall 2013.  **Spring 2015:**  DSP&S is collaborating with multiple areas to design the room layout and obtain the appropriate equipment to facilitate testing. |
| Campus-specific policies & procedures for test proctoring. | **Spring 2012:** All forms have been developed and are distributed as needed for students and faculty.  **Spring 2013:** Amended the request for test proctoring form to clarify instructor role and student rights.  **Spring 2014:**  Amended forms seem to be working well. No instructor or student issues have been reported.  **Spring 2015:** Will need to revisit this with the establishment of the new testing center. DSP&S is reviewing electronic based test scheduling options to increase efficiency. | Ongoing/Maintenance |
| Add a certificated DSP&S Administrator/ Coordinator position. | **Spring 2012:** No Change  **Spring 2013:** No Change – however when DSP&S Counselor retired, new position was hired on as Counselor/Coordinator.  **Spring 2014:** No Change.  **Spring 2015:** During development of the 14-15 action plan, this goal was reevaluated and determined the needs are more aligned with a counselor coordinator position 80% MC/OC and 20% RC. | **Spring 2014:** No Progress has been made.  **Spring 2015:** Paperwork was submitted for ranking this position in the campus position approval process. DSP&S The position was ranked low. |
| Add a certificated DSP&S LD Specialist position. | **Spring 2012:** No Change  **Spring 2013:** No Change  **Spring 2014:** No Change – however the current SSS grant funding 60% of this position ends August 31, 2015. DSP&S would like paperwork to be submitted during the 14-15 academic year to move forward with non-grant funding of this position. | **Spring 2014:** No Progress has been made.  **Spring 2015:** No Progress has been made. |
| Implement online faculty training program using the DARE program. | **Spring 2012:** No Change  **Spring 2013:** Student complaint triggered increased administrative awareness of need for track- able staff training. DARE program has not yet been implemented.  **Spring 2014:** No Change  **Spring 2015:**  No Change | No Progress has been made. |
| Maintain up-to-date technology. | **Spring 2012:** All technology is up to date.  **Spring 2013:** Purchase of Progress Tracker has been delayed to date which has made it impossible to utilize Fast Forward or Reading Assistant.  **Spring 2014:** All technology is up-to-date. Additional UbiDuo’s have been ordered and will be distributed throughout campus to increase communication access for students with hearing impairments.  **Spring 2015:** All technology continues to be up-to-date. SP15, DSP&S ordered additional UbiDuo’s to be distributed in remaining areas throughout campus. DSP&S has also purchased Echo Smart Pens and Surface Pros to support students with increased access to accommodations. | Ongoing/Maintenance |

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status** | **Outcome** |
|  |  |  |
|  |  |  |
|  |  |  |

**II. Quantitative Analysis** These data provide an initial and important framework for review of programs and the program as a whole, for all campus sites. You may choose to only include data which is conclusive to your review and program goals. State why any data sets are not analyzed (ie. In line with the College). You must reference all campus sites where appropriate.

Please note that these data should be integrated with the qualitative analysis and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the Institutional Researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below.

**DEVELOPMENTAL SERVICES INSTRUCTION DATA ANALYSIS**

The following data is based only on students who were enrolled in Developmental Services course offerings during the years indicated for each college location.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Course Student Enrollment Status** | | | | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** | **14FA** | **15SP** |
| Full Time (12 Or More Units) | 38% | 18% | 36% | 22% | 44% | 18% | 40% | 18% | 33% | 41% |
| 49 | 45 | 53 | 49 | 60 | 29 | 46 | 33 | 43 | 42 |
| Part Time (11 Or Less Units) | 62% | 82% | 64% | 78% | 56% | 82% | 60% | 82% | 67% | 59% |
| 80 | 206 | 93 | 176 | 75 | 130 | 70 | 152 | 87 | 61 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **129** | **251** | **146** | **225** | **135** | **159** | **116** | **185** | **130** | **103** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Madera Center Developmental Services Course Student Enrollment Status** | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **14SP** | **14FA** | **15SP** |
| Full Time (12 Or More Units) | 46% | 36% | 46% | 18% | 14% | 62% | 37% |
| 6 | 5 | 6 | 3 | 1 | 8 | 7 |
| Part Time (11 Or Less Units) | 54% | 64% | 54% | 82% | 86% | 38% | 63% |
| 7 | 9 | 7 | 14 | 6 | 5 | 12 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **13** | **14** | **13** | **17** | **7** | **13** | **19** |

According to the data, for the majority of the time frames listed, students who were enrolled in Developmental Services courses were enrolled as part-time students. This is consistent for both Reedley College and the Madera Center. Over the 5-year cycle being reviewed, the Madera Center experienced inconsistency with course offerings. The center was unable to offer courses for 3 semesters (Fall 2012, Spring 2013, and Fall 2013) due to budget cuts and lack of a qualified instructor. Enrollment tends to increase with consistency of course offerings each semester.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Course Success Data** | | | |  | **Madera Center Developmental Services Course Success Data** | | | |
| **Term** | **GPA** | **Retention** | **Successful Completion** |  | **Term** | **GPA** | **Retention** | **Successful Completion** |
| 10FA | 2.84 | 91% | 74.30% |  | **10FA** | 3.23 | 100% | 100% |
| 11SP | 2.3 | 93.40% | 85.20% |  | **11SP** | 0 | 92.90% | 78.60% |
| 11FA | 2.9 | 95.10% | 78.90% |  | **11FA** | 0 | 92.30% | 53.80% |
| 12SP | 1.87 | 95% | 83.50% |  | **12SP** | 0 | 100% | 82.40% |
| 12FA | 2.44 | 92.70% | 68.80% |  | **14SP** | 0 | 85.70% | 71.40% |
| 13SP | 2.57 | 95.80% | 83.50% |  | **14FA** | 0 | 84.60% | 76.90% |
| 13FA | 1.71 | 86.30% | 67.30% |  | **15SP** | 0 | 100% | 89.50% |
| 14SP | 2.57 | 93.50% | 83.80% |  | **Total** | 2.85 | 89.70% | 76.20% |
| 14FA | 3.1 | 89.70% | 77.80% |  |  |  |  |  |
| 15SP | 2.05 | 97.50% | 77.10% |  |  |  |  |  |
| **Total** | **2.51** | **94%** | **80.30%** |  |  |  |  |  |

The Developmental Services Course Students charts above shows the data only for students who were enrolled in at least one DEVSER course offered at the indicated location. Developmental Services course offerings are most often used as support classes for students with disabilities. The average GPA may be skewed in a downward direction because of the DSP&S students who are taking all credit/no credit courses and will therefore have a 0.0 term GPA even with successfully passing all their courses. This applies to the majority of DEVSER courses and many developmental ESL and English courses. The retention and successful completion rates indicate that these classes are serving the intended purpose. The high success and retention rates indicate that students who are enrolled in DEVSER courses are persisting which will help them build the foundation they need to move on and be successful in general course offerings or employment. These students are closely monitored by instructors and DSP&S counselors so that if they are not being successful alternatives are considered in a timely manner.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Course Data** | | | |  | **Madera Center Developmental Services Course Data** | | | |
| **Course Name - 15SP** | **GPA** | **Retention** | **Successful Completion** |  | **Course Name - 15SP** | **GPA** | **Retention** | **Successful Completion** |
| [DEVSER-214](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-214&byclass=1&act_but=DISPLAY) | 0 | 100% | 82.60% |  | [DEVSER-213](http://ir.scccd.edu/pr/index.pl?loc=MC&div=F&dept=DEVSER&crs_name=DEVSER-213&byclass=1&act_but=DISPLAY) | 0 | 100% | 89.50% |
| [DEVSER-241](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-241&byclass=1&act_but=DISPLAY) | 0 | 100% | 100% |  | **Total** | **2.05** | **97.50%** | **77.10%** |
| [DEVSER-251](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-251&byclass=1&act_but=DISPLAY) | 0 | 94.10% | 88.20% |  |  |  |  |  |
| [DEVSER-255](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-255&byclass=1&act_but=DISPLAY) | 0 | 84.20% | 78.90% |  |  |  |  |  |
| [DEVSER-259](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-259&byclass=1&act_but=DISPLAY) | 2.05 | 100% | 63.20% |  |  |  |  |  |
| [DEVSER-262](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-262&byclass=1&act_but=DISPLAY) | 0 | 100% | 100% |  |  |  |  |  |
| [DEVSER-273](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-273&byclass=1&act_but=DISPLAY) | 0 | 100% | 77.80% |  |  |  |  |  |
| [DEVSER-283](http://ir.scccd.edu/pr/index.pl?loc=RC&div=F&dept=DEVSER&crs_name=DEVSER-283&byclass=1&act_but=DISPLAY) | 0 | 100% | 69.20% |  |  |  |  |  |
| **Total** | **2.05** | **97.50%** | **77.10%** |  |  |  |  |  |

The above is course-specific data provided by the Reedley College Institutional Researcher for courses offered during the Spring 2015 semester. DSP&S has developed a strategic rotation to offering developmental services courses so students can take individual course offerings over the course of several academic years. This has improved our ability to support students in successfully completing the Developmental Services Certificate in Life Skills and/or in transitioning into general course offerings.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Courses Student Age** | | | | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** | **14FA** | **15SP** |
| **19 or Less** | 22% | 57% | 26% | 61% | 37% | 64% | 48% | 65% | 47% | 27% |
| 29 | 144 | 38 | 138 | 50 | 102 | 56 | 121 | 61 | 28 |
| **20-24** | 47% | 27% | 45% | 24% | 33% | 25% | 36% | 25% | 41% | 56% |
| 60 | 67 | 66 | 53 | 45 | 40 | 42 | 47 | 53 | 58 |
| **25-29** | 11% | 5% | 12% | 4% | 7% | 4% | 4% | 4% | 6% | 11% |
| 14 | 12 | 17 | 8 | 9 | 6 | 5 | 7 | 8 | 11 |
| **30-34** | 2% | 1% | 3% | 4% | 7% | 3% | 2% | 2% | 2% | 2% |
| 2 | 2 | 5 | 8 | 10 | 5 | 2 | 3 | 2 | 2 |
| **35-39** | 5% | 2% | 2% | 1% | 3% | 1% | 3% | 1% | 1% | 0% |
| 7 | 5 | 3 | 3 | 4 | 2 | 4 | 2 | 1 | 0 |
| **40-49** | 8% | 4% | 8% | 4% | 7% | 2% | 5% | 3% | 2% | 2% |
| 10 | 10 | 11 | 8 | 10 | 3 | 6 | 5 | 2 | 2 |
| **50+** | 5% | 4% | 4% | 3% | 5% | 1% | 1% | 0% | 2% | 2% |
| 7 | 11 | 6 | 7 | 7 | 1 | 1 | 0 | 3 | 2 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **129** | **251** | **146** | **225** | **135** | **159** | **116** | **185** | **130** | **103** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Madera Center Developmental Services Courses Student Age** | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **14SP** | **14FA** | **15SP** |
| **19 or Less** | 62% | 43% | 31% | 6% | 0% | 23% | 5% |
| 8 | 6 | 4 | 1 | 0 | 3 | 1 |
| **20-24** | 31% | 7% | 31% | 18% | 14% | 31% | 84% |
| 4 | 1 | 4 | 3 | 1 | 4 | 16 |
| **25-29** | 0% | 7% | 0% | 6% | 0% | 15% | 5% |
| 0 | 1 | 2 | 5 | 2 | 1 | 0 |
| **30-34** | 0% | 7% | 0% | 6% | 0% | 15% | 5% |
| 0 | 1 | 0 | 1 | 0 | 2 | 1 |
| **35-39** | 0% | 21% | 8% | 6% | 0% | 8% | 0% |
| 0 | 3 | 1 | 1 | 0 | 1 | 0 |
| **40-49** | 0% | 14% | 15% | 24% | 0% | 8% | 5% |
| 0 | 2 | 2 | 4 | 0 | 1 | 1 |
| **50+** | 8% | 0% | 0% | 12% | 57% | 8% | 0% |
| 1 | 0 | 0 | 2 | 4 | 1 | 0 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **13** | **14** | **13** | **17** | **7** | **13** | **19** |

According to the data charts above, the category which has shown the greatest amount of fluctuation is students between the ages of 0-19. For Reedley College, the most dramatic difference is between Spring 2014 and Spring 2015. Due to changes in the matriculation timeline and dual enrollment, the DSP&S program did not offer the Transition to College class at high school campuses during the Spring 15 semester. The Transition to College services continued to be offered at the program level, but the instructional component was moved to be offered during the Fall 15 semester during the student’s first semester on campus. For the Madera Center there was a significant increase in the 20-24 age range for Spring 2015. It is unclear why this happened, but it may be related to increased DSP&S counselor staffing that began in Fall 2014.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Course Student Gender** | | | | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** | **14FA** | **15SP** |
| **F** | 53% | 48% | 42% | 42% | 49% | 36% | 44% | 38% | 42% | 42% |
| 69 | 120 | 62 | 94 | 66 | 58 | 51 | 70 | 55 | 43 |
| **M** | 47% | 52% | 58% | 58% | 50% | 62% | 54% | 62% | 56% | 57% |
| 60 | 130 | 131 | 131 | 68 | 99 | 63 | 114 | 73 | 59 |
| **X** | 0% | 0% | 0% | 0% | 1% | 1% | 2% | 1% | 2% | 1% |
| 0 | 1 | 0 | 0 | 1 | 2 | 2 | 1 | 2 | 1 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **129** | **251** | **146** | **225** | **135** | **159** | **116** | **185** | **130** | **103** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Madera Center Developmental Services Course Student Gender** | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **14SP** | **14FA** | **15SP** |
| **F** | 23% | 50% | 53% | 59% | 57% | 54% | 53% |
| 3 | 7 | 7 | 10 | 4 | 7 | 10 |
| **M** | 77% | 50% | 46% | 41% | 43% | 46% | 42% |
| 10 | 7 | 6 | 7 | 3 | 6 | 8 |
| **X** | 0% | 0% | 0% | 0% | 0% | 0% | 5% |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Totals** | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **13** | **14** | **13** | **17** | **7** | **13** | **19** |

The data charts above shows the gender breakdown ratio of males to females throughout the past five years. For Reedley College there has been an increase in the percentage of males taking Developmental Services courses in comparison to females while the opposite trend has occurred within Developmental Services courses at the Madera Center.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Developmental Services Course Student Ethnicity** | | | | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** | **14FA** | **15SP** |
| African-American / non-Hispanic | 2% | 2% | 4% | 4% | 4% | 1% | 6% | 3% | 2% | 5% |
| 2 | 4 | 6 | 10 | 5 | 1 | 7 | 5 | 2 | 5 |
| American Indian/Alaskan Native | 1% | 2% | 1% | 4% | 1% | 1% | 2% | 1% | 2% | 2% |
| 1 | 5 | 2 | 8 | 2 | 1 | 2 | 1 | 3 | 2 |
| Asian/Pacific Islander | 2% | 0% | 1% | 2% | 1% | 0% | 0% | 1% | 2% | 2% |
| 2 | 0 | 2 | 5 | 1 | 0 | 0 | 2 | 2 | 2 |
| Hispanic | 64% | 58% | 59% | 50% | 67% | 46% | 69% | 72% | 78% | 71% |
| 82 | 145 | 86 | 112 | 90 | 73 | 80 | 134 | 102 | 73 |
| Race/ethnicity unknown | 12% | 20% | 13% | 21% | 13% | 38% | 11% | 10% | 5% | 5% |
| 16 | 49 | 19 | 48 | 17 | 61 | 13 | 18 | 7 | 5 |
| White/non-Hispanic | 20% | 19% | 21% | 19% | 15% | 14% | 12% | 14% | 11% | 16% |
| 26 | 48 | 31 | 42 | 20 | 23 | 14 | 25 | 14 | 16 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **129** | **251** | **146** | **225** | **135** | **159** | **116** | **185** | **130** | **103** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Madera Center Developmental Services Course Student Ethnicity** | | | | | | | |
| **Term** | **10FA** | **11SP** | **11FA** | **12SP** | **14SP** | **14FA** | **15SP** |
| African-American / non-Hispanic | 0% | 0% | 0% | 6% | 43% | 8% | 11% |
| 0 | 0 | 0 | 1 | 3 | 1 | 2 |
| American Indian/Alaskan Native | 0% | 7% | 0% | 0% | 0% | 0% | 0% |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 23% | 14% | 0% | 0% | 14% | 8% | 0% |
| 3 | 2 | 0 | 0 | 1 | 1 | 0 |
| Hispanic | 46% | 43% | 62% | 53% | 29% | 77% | 68% |
| 6 | 6 | 8 | 9 | 2 | 10 | 13 |
| Race/ethnicity unknown | 8% | 7% | 0% | 0% | 0% | 8% | 0% |
| 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| White/non-Hispanic | 23% | 29% | 38% | 41% | 14% | 0% | 21% |
| 3 | 4 | 5 | 7 | 1 | 0 | 4 |
| **Totals** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **13** | **14** | **13** | **17** | **7** | **13** | **19** |

According to the data charts above, out of the six ethnicity categories, the significantly largest is the Hispanic category for both Reedley College and the Madera Center. This correlates to the makeup of the areas surrounding Reedley College and the Madera Center. Currently, there is only one part-time staff member that is fluent bilingual with Spanish. Future considerations would be to gain more employees within DSP&S that speak Spanish in order to better meet the needs of the student population.

**DSP&S PROGRAM DATA ANALYSIS**

DSP&S uses qualitative and quantitative data to assess and measure DSP&S outcomes, program quality, and success of students using DSP&S. DSP&S measures program outcomes by student participation in DSP&S. Using quantitative data to analyze and compare the total number of students served with a verified primary/secondary disabilities and the total number of services/accommodations provided from semester to semester and year to year provides an effective method of evaluating program outcomes. DSP&S is highly dependent on participation numbers because program funding from the CCCCO is directly tied to services provided and, therefore, allocation is totally dependent on providing at least four services per verified student/disability. DSP&S also analyzes general demographic data (age, gender, ethnicity) and disability data (types of disability served) to ensure the students’ needs are being met and adaptation to any changes in enrollment trends among students with disabilities. Finally, end of the year reports, annual performance reports, program reviews, accreditation, and other reports/recommendations from such reports are also incorporated into the analysis of program outcomes. In addition, DSP&S program quality is also partially measured through qualitative assessments and discussions derived from methods such as the DSP&S Advisory Committee, Student Services Student and Faculty/Staff Assessments, and suggestions made verbally and/or in written form to the DSP&S office. DSP&S faculty and staff consistently discuss requests, recommendations, and concerns during the monthly department meetings to improve implementation of programs and services.

DSP&S has historically had a very difficult time obtaining program-specific data from Datatel. The data pulled by the Reedley College Institutional Researcher most often does not align with internal data maintained by the program. This issue is experienced during each MIS reporting period as well. DSP&S works with district office to complete MIS reporting each semester. DSP&S staff work with district office to identify discrepancies between the numbers of students reported based on information pulled from Datatel and the internal data tracking maintained by the department. The chart below indicates the number of students reported through the MIS process. The data clearly demonstrates that each year more students are accessing services through DSP&S. We anticipate that this will continue to grow further as the college increases enrollment.

The information below was compiled using a combination of internal data (SARS) and the MIS data reported to the CCCCO. The MIS data is all reported under Reedley College and is not broken out by individual campus/center locations because funding for DSP&S is all allocated to Reedley College and distributed from the main campus to cover DSP&S program and services at each location. The data for the time frame reviewed includes Reedley College, the Madera Center campus, the Oakhurst Center campus and Willow International (which is now Clovis Community College). Starting with the 2015-2016 reporting year, Clovis Community College will be completing separate MIS reporting. At the rate the Reedley College, Madera Center and Oakhurst Center caseloads are growing, it is not anticipated that Reedley College reporting numbers will be significantly impacted with the separation of reporting now that Clovis is official a College.

In October 2015, Title V updates were finalized and the MIS reporting requirements will be changing with the start of the 2016-2017 reporting year. Some of the changes include revision to the disability categories and removal of primary/secondary disability reporting component. Colleges are strongly encouraged to begin implementation planning of the new requirements during the Spring 2016 semester in preparation for the new reporting requirements starting with the Summer 2016 MIS submission.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Comparison of Reedley College DSP&S Internal Data to CCCCO MIS Data** | **Students Served by Disability per Year** | | | | | | | | | |
| **2010-2011** | | **2011-2012** | | **2012-2013** | | **2013-2014** | | **2014-2015** | |
| RC | CCCCO | RC | CCCCO | RC | CCCCO | RC | CCCCO | RC | CCCCO |
| **Acquired Brain Injury** | 34 | 33 | 27 | 21 | 30 | 20 | 29 | 32 | 25 | 19 |
| **Developmentally Delayed Learner** | 19 | 22 | 31 | 31 | 46 | 36 | 35 | 37 | 23 | 22 |
| **Hearing Impaired** | 29 | 27 | 25 | 25 | 24 | 16 | 29 | 25 | 30 | 23 |
| **Learning Disabled** | 190 | 224 | 191 | 212 | 150 | 135 | 157 | 168 | 143 | 110 |
| **Mobility Impaired** | 49 | 53 | 50 | 51 | 56 | 37 | 53 | 58 | 54 | 49 |
| **Other** | 740 | 704 | 779 | 591 | 653 | 437 | 891 | 799 | 820 | 693 |
| **Psychological Disability** | 67 | 66 | 89 | 76 | 84 | 50 | 83 | 81 | 88 | 58 |
| **Speech/Language Impaired** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| **Visually Impaired** | 23 | 21 | 21 | 21 | 19 | 13 | 16 | 16 | 13 | 12 |
| **Total** | 1151 | 1150 | 1213 | 1028 | 1062 | 744 | 1293 | 1216 | 1198 | 988 |

The above chart is a comparison of the internal program data as compared to what the CCCCO accepted during the MIS submission process. Each academic year there is a discrepancy between what DSP&S staff inputs into Datatel to be identified as reportable and what the Datatel report actually shows. CCCCO will only accept the Datatel report, but this is not always accurate. Much time has been spent towards identifying discrepancies and why this occurs. At this time there have been some reasons identified (such as contacts at a combination of locations). These issues are corrected as they are found, however it is not always possible to determine why a student is not being captured (or why a student who should not be captured shows up on the report). The process of identifying discrepancies and looking at each student file to identify the potential issues is very time intensive. DSP&S continues to do the best it can and is hopeful that the new Title V reporting requirements and improved SARS to Datatel mapping will help to simplify data input and streamline some of the issues.

The majority of students continue to be served under the “other” category, which includes ADHD, autism spectrum disorders, and other medical conditions. Most of the students who are in the “Other” category have learning and/or attention problems. These students often come to us from the K-12 system with a history of receiving services for special education. This history can serve as a basis for initial services and then as the student is evaluated at the college level it is determined which category/categories is most appropriate. The next highest category is “Learning Disabled”, followed by “Psychological Disability.” Many students are able to be served under the “Learning Disabled” or “Developmentally Delayed” category after further evaluation has been completed. The assessment of students is a cooperative process between the DSP&S counselor and the DSP&S Learning Disability Specialist.

The full-time Learning Disability Specialist position has been funded since 2002 on a year-to-year basis through a combination of funds from DSP&S and State/Federal (Workability III & SSS) grant contracts within the DSP&S program. This means that if the grant contracts were to not be renewed this position would most likely be eliminated. This would be devastating to DSP&S due to the large number of students served in assessment of learning disabilities, specialized tutoring, special instruction, faculty in-servicing and support of other campus program efforts (SARP, Veterans Resource Center, etc.).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DSP&S SERVICES AND ACCOMMODATIONS – Per Datatel Query by Institutional Researcher** | | | | | | | | | | | | | | | | |  |
| **Code** | **Code Definition** | **Reedley College** | | | | | **Madera Center** | | | | | **Oakhurst Center** | | | | |  |
| 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |  |
| ADCL | Adaptive Computer Lab | 32 | 58 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **Current Purpose Codes Being Used** |
| ADPD | Dismissal Support Services | 0 | 0 | 0 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ADV | Advising | 699 | 1182 | 814 | 1215 | 2236 | 108 | 96 | 234 | 0 | 591 | 1 | 17 | 20 | 0 | 20 |
| ALTM | Alternate Media | 74 | 104 | 125 | 148 | 128 | 25 | 16 | 14 | 0 | 112 | 0 | 8 | 9 | 0 | 20 |
| ASTE | Assistive Technology | 6 | 4 | 7 | 7 | 4 | 6 | 9 | 1 | 0 | 16 | 0 | 0 | 0 | 0 | 0 |
| CC | Career Counseling | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DSCO | Disability Counseling | 450 | 645 | 834 | 1008 | 723 | 121 | 91 | 156 | 0 | 602 | 0 | 21 | 42 | 0 | 40 |
| EAC | Early Alert | 4 | 16 | 7 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ININ | Intake Interview | 425 | 422 | 184 | 430 | 444 | 48 | 37 | 54 | 0 | 45 | 0 | 5 | 35 | 0 | 19 |
| INTE | Interpreter | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| JPL | Job Placement | 268 | 318 | 51 | 3 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LDAD | LD Strategy Advising | 7 | 2 | 9 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| LDAS | LD Assessment | 0 | 0 | 0 | 22 | 72 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 |
| LDIN | LD Intake | 46 | 51 | 37 | 22 | 31 | 4 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| LDTR | LD Test Results Interpretation | 46 | 48 | 33 | 36 | 34 | 4 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| LEDE | LD Eligible | 43 | 32 | 28 | 31 | 31 | 4 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| LEDN | LD Not Eligible | 4 | 18 | 8 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LRSS | Liaison | 235 | 326 | 76 | 39 | 47 | 7 | 13 | 3 | 0 | 3 | 0 | 8 | 28 | 0 | 4 |
| MOAS | Mobility Assistance | 13 | 24 | 15 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NOTE | Notetaker | 1 | 9 | 11 | 7 | 10 | 0 | 0 | 0 | 0 | 82 | 0 | 0 | 4 | 0 | 2 |
| PRG | Probation Support Services | 20 | 14 | 6 | 2 | 28 | 2 | 3 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| PTS | Placement Testing | 0 | 0 | 0 | 16 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| READ | Readmit Petition | 0 | 4 | 2 | 12 | 6 | 0 | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 0 | 0 |
| REAS | Registration Assistance | 794 | 726 | 613 | 780 | 658 | 135 | 79 | 178 | 0 | 266 | 0 | 0 | 28 | 0 | 14 |
| REF | Referral | 14 | 153 | 121 | 114 | 44 | 13 | 16 | 10 | 0 | 8 | 0 | 0 | 3 | 0 | 2 |
| SEC | Student Ed Contract | 0 | 0 | 0 | 56 | 547 | 0 | 0 | 0 | 0 | 188 | 0 | 0 | 0 | 0 | 30 |
| SPCL | Special Class | 217 | 142 | 104 | 12 | 45 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 0 |
| SPTU | Special Tutoring | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TAA | Test Accommodation | 32 | 47 | 37 | 72 | 76 | 14 | 11 | 33 | 0 | 15 | 0 | 0 | 0 | 0 | 0 |
| TCA | Transfer Counseling Service | 83 | 70 | 73 | 62 | 122 | 10 | 14 | 7 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| A1 | Academic Probation Level 1 | 3 | 3 | 6 | 0 | 3 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | **Past Codes - Codes Being Transitioned Out** |
| A2 | Academic Probation Level 2 | 6 | 16 | 5 | 14 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| AD1 | Academic Dismissal 1 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| AD2 | Academic Dismissal 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ADCT | Adaptive Computer Technology | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| DQ1 | Dismissal 1 | 5 | 1 | 2 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DQ2 | Dismissal 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DQ3 | Dismissal 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FIN | Financial Aid | 21 | 33 | 32 | 19 | 2 | 6 | 7 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| LDAR | LD | 25 | 14 | 1 | 0 | 0 | 8 | 9 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| LEDA | LD Assessment | 133 | 132 | 85 | 60 | 0 | 7 | 12 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NS | No Show | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OR | Orientation | 180 | 106 | 2 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHR | Other | 222 | 79 | 22 | 1 | 1 | 11 | 33 | 1 | 0 | 49 | 0 | 0 | 0 | 0 | 0 |
| P1 | Progress Probation Level 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| P2 | Progress Probation Level 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PECO | Personal Counseling | 25 | 20 | 30 | 2 | 0 | 11 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHO | Phone Contact | 18 | 5 | 1 | 12 | 0 | 1 | 0 | 1 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| PRDP | Progress Probation Dismissal | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| SEP | Student Ed Plan | 98 | 142 | 339 | 363 | 0 | 24 | 12 | 73 | 0 | 0 | 0 | 0 | 20 | 0 | 0 |
| SPPA | Special Parking | 3 | 10 | 7 | 6 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SSS | Student Support Services | 26 | 21 | 30 | 21 | 26 | 11 | 3 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| STFU | Student Follow Up | 259 | 257 | 61 | 56 | 3 | 4 | 2 | 2 | 0 | 2 | 0 | 5 | 8 | 0 | 0 |
| TRA | Transcript | 19 | 11 | 55 | 0 | 0 | 0 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TRAN | Transcript | 1 | 3 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TTCO | Transition to College Program | 185 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| VET | Veterans Counseling | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| VOC | Vocational Counseling | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| WA | Workability Counseling | 278 | 211 | 143 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| WIIN | Withdrawal Interview | 8 | 3 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Contacts by Year by Location** | | **5043** | **5493** | **4028** | **4714** | **5418** | **593** | **490** | **807** | **0** | **2008** | **4** | **68** | **219** | **0** | **159** |  |

In terms of the number of service contacts per student, there tends to be significant fluctuation due to the differences in individual student needs as well as the DSP&S programs in which the student may be participating. In order for DSP&S to claim and receive funding for a student, there must be a minimum of four contacts/services provided during each academic year. Due to the nature of the WAIII and SSS programs, students participating in those programs frequently have significantly more than the minimum number of contracts. DSP&S is aware that not all contacts/services have been accurately tracked for statistical purposes, however efforts have been made to improve this through the implementation of SARS and internal office protocols and in the consolidation of codes being used. In addition, DSP&S is aware that not all contacts entered into SARS have made it over to Datatel via the automated mapping process. This issue is being addressed and corrected as it is found and the need to monitor for errors recognized. This does create a workload issue which takes time away from serving students.

According to the data chart above, out of all the types of contacts and services provided to students through Reedley College DSP&S, the overwhelming majority dealt with Academic Counseling. This demonstrates the significant demand for specialized academic counseling services with a DSP&S counselor. With the implementation of SB 1456 and registration priorities, Student Education Plans and Transfer Counseling have also consistently been in high demand. Some important items of concern: data shows there needs to be a focus on data input for tracking purposes at the various sites for HTC use, LD services, mobility assistance, and testing accommodations. The transition to SARS has assisted with this in regards to alternate media tracking, LD Services and test accommodation tracking, however based on the data pulled by the institutional researcher we have confirmed that those contacts in SARS are not always making it over to Datatel, therefore, creating inaccuracies with the information pulled. DSP&S staff will need to continue to develop and implement strategies to ensure all contacts are captured in order to improve the accuracy of future report data.

Adaptive Computer Lab contacts above are not accurate in regards to the actual use of the labs at all sites. In Summer 2015, the Reedley College DSP&S share drive which was used to house internal data became corrupt from a virus and significant amounts of information was lost. These contacts reflect what was in Datatel only. DSP&S is moving toward using SARS Trak for students checking in to use the HTC. This should provide more accurate information in the future.

Other accommodations/services that will be tracked in the future using SARS include Mobility Services, Testing Accommodations, and LD Strategy Advising.

**Special Areas of Interest (Captured through SARS Data)**

**Test Proctoring Accommodations**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College Test Proctoring Appointments Attended** | | | | | | | | | | | | | | |
| **Academic Year** | | **2010-2011** | | | **2011-2012** | | **2012-2013** | | **2013-2014** | | | **2014-2015** | | |
| **Semester** | | **10FA** | | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13SU** | **13FA** | **14SP** | **14SU** | **14FA** | **15SP** |
| **Total for Semester** | | 32 | | | 47 | | 390 | 439 | 21 | 592 | 424 | 16 | 348 | 405 |
| **Finals Week** | | Not available | | | Not Available | | 68 | 106 | n/a | 130 | 86 | n/a | 43 | 90 |
|  |  | |  | | | | | | | | | | | |
| **Madera Center Test Proctoring Appointments Attended** | | | | | | | | | | | | | | |
| **Academic Year** | | **2010-2011** | | | **2011-2012** | | **2012-2013** | | **2013-2014** | | | **2014-2015** | | |
| **Semester** | | **10FA** | | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13SU** | **13FA** | **14SP** | **14SU** | **14FA** | **15SP** |
| **Total for Semester** | | 14 | | | 11 | | 126 | 152 | 1 | 133 | 137 | 8 | 162 | 195 |
| **Finals Week** | | Not available | | | Not Available | | 26 | 18 | n/a | 38 | 23 | n/a | 28 | 51 |
|  |  | |  | | | | | | | | | | | |

In the data charts above, the totals for 2010-2011 and 2011-2012 are based on testing contacts in Datatel which are not an accurate representation of the actual use of this accommodation. During those academic years, testing contacts were only entered if needed for MIS claiming purposes. Starting Fall 2012, DSP&S test proctoring was scheduled through SARS. Therefore, Fall 2012-Spring 2015 is based on SARS Data and is an excellent representation of the demand for this mandated accommodation.

Facility space and the implementation of test accommodations continues to be a major DSP&S concern. In Spring 2015 Reedley College designated Hum 59 to be the “Testing Center” and identified that this space would be primarily focused on addressing the test proctoring needs of DSP&S students with testing accommodations. DSP&S supported this college effort through purchasing adaptive furniture and equipment necessary to effectively serve the DSP&S students in this area. In fall 2015, furniture and equipment was installed though staffing became and has continued to be an issue. The college is in the process of hiring an assessment technician who will work with the assessment coordinator to fully staff the Testing Center. DSP&S has agreed to support the Testing Center with a permanent part-time 19hr/week aide, and it was agreed that the college would support a second aide. The assessment technician and aide positions have yet to be filled. Test accommodation use continues to grow and use of the facility is vital to appropriately implement this mandated accommodation. As of Fall 2015, this facility has only been used for Fall 2015 finals due to staffing constraints.

**Learning Disability Assessment and Advising Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REEDLEY COLLEGE** | **Learning Disability Assessment & Advising Services** | | | | |
| **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **LD Assessment** | 51 | 52 | 42 | 49 | 43 |
| **LD Eligible** | 45 | 31 | 32 | 29 | 35 |
| **Eligible Other Category** | 6 | 19 | 10 | 18 | 7 |
| **No Verified Disability** | 0 | 2 | 0 | 2 | 1 |
| **LD Advising Contacts**  **(All Locations)** | Not Available | 574 | 506 | 515 | 543 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Madera Center** | **Learning Disability Assessment & Advising Services** | | | | |
| **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **LD Assessment** | 12 | 7 | 8 | 12 | 7 |
| **LD Eligible** | 12 | 3 | 4 | 8 | 3 |
| **Eligible Other Category** | 0 | 0 | 4 | 4 | 4 |
| **No Verified Disability** | 0 | 4 | 0 | 0 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Oakhurst Center** | **Learning Disability Assessment & Advising Services** | | | | |
| **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **LD Assessment** | 0 | 0 | 2 | 2 | 2 |
| **LD Eligible** | 0 | 0 | 0 | 2 | 2 |
| **Eligible Other Category** | 0 | 0 | 2 | 0 | 0 |
| **No Verified Disability** | 0 | 0 | 0 | 0 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Willow International (Clovis Community College)** | **Learning Disability Assessment & Advising Services** | | | | |
| **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **LD Assessment** | 29 | 18 | 15 | 25 | 20 |
| **LD Eligible** | 28 | 10 | 12 | 19 | 19 |
| **Eligible Other Category** | 1 | 3 | 3 | 5 | 0 |
| **No Verified Disability** | 0 | 4 | 0 | 1 | 1 |

The data in the above chart for LD Assessment and Eligibility is based on internal data maintained by the Learning Disability Specialist. The LD Advising contact data was gathered based on SARS Data – prior to SARS implementation there was not a consistent system in place to track LD Advising contacts, therefore, no data on this is available for the 10-11 academic year.

As identified above, the LD Specialist plays a major role in supporting students in regards to eligibility. Due to the rural nature and low socioeconomic status of many students coming to Reedley College, most students would be unable to participate in private assessment for disability verification purposes. Having this service available on campus supports students by decreasing the barriers that would otherwise hinder their ability to participate and thereby access the DSP&S support services that help them to be successful. In addition, the advising role of the LD Specialist supports students in successfully navigating coursework, understanding their learning style, adapting study methods, and test taking strategies through the provision of specialized advising services.

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

**DSP&S Program**

DSP&S provides counseling services primarily through face-to-face, 1:1 appointments. As necessary, DSP&S counselors may provide distance counseling through email and phone communication with students. DSP&S counselors may also assist students in completing program intake paperwork through small group sessions.

**Developmental Services Instruction**

Developmental services instruction takes place through face-to-face classroom instruction. Course enrollment caps are set based on the specific course and the student/instructor ratio that will best support success of students enrolling in the class. At this time there are no developmental services courses being offered through distance education or hybrid formats.

C. Use any conclusive comparison data provided/requested\* to analyze the success of the modes listed in B above.

**DSP&S Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reedley College Developmental Services Program Success Data** | | | |
| **Academic Year** | **Average GPA** | **Average Retention Rate** | **Average Success Rate** |
| 2010-2011 | 1.09 | 89% | 67% |
| 2011-2012 | 1.20 | 91% | 67% |
| 2012-2013 | 1.32 | 89% | 63% |
| 2013-2014 | 1.29 | 88% | 64% |
| 2014-2015 | 1.53 | 87% | 61% |
| **Madera Center Developmental Services Program Success Data** | | | |
| **Academic Year** | **Average GPA** | **Average Retention Rate** | **Average Success Rate** |
| 2010-2011 | 1.90 |  |  |
| 2011-2012 | 1.86 |  |  |
| 2012-2013 | 1.82 |  |  |
| 2013-2014 | 1.68 |  |  |
| 2014-2015 | 1.73 |  |  |
| **Oakhurst Center Developmental Services Program Success Data** | | | |
| **Academic Year** | **Average GPA** | **Average Retention Rate** | **Average Success Rate** |
| 2010-2011 | 2.67 |  |  |
| 2011-2012 | 2.23 |  |  |
| 2012-2013 | 1.46 |  |  |
| 2013-2014 | 1.87 |  |  |
| 2014-2015 | 1.69 |  |  |

The data in tables above were compiled by the Reedley College Institutional Researcher during Fall 2015. This institutional researcher left the college prior to completing the Madera and Oakhurst tables. The data group is composed of a query for any student who had one or more primary or secondary disability related contact entries during the identified academic year. This would capture all verified students who used one or more DSP&S service provisions. The average GPA may be skewed in a downward direction because of the DSP&S students who are taking all credit/no credit courses and will therefore have a 0.0 term GPA even with successfully passing all their courses. This applies to the majority of DEVSER courses and many developmental ESL and English courses.

**Developmental Services Instruction**

The above information regarding GPA, Retention and Success Rates for DEVSER course instruction is discussed above on pages 24 & 25.

D. How many students served by program/services area in the past year? How does this compare with past years?

This is addressed above for the DSP&S Program on page 30.

This is also addressed above for the Developmental Services Instruction on pages 26-28.

E. Analyze how the program’s historical funding patterns have impacted the program

DSP&S receives an allocation from the state each academic year. According to the CCCCO, the DSP&S allocation is not intended to cover all costs related to implementation of the DSP&S program and the expectation is that the college will provide additional support. Based on end-of-the-year reporting, the future program budget then is partially related to the amount of funding support the college provides above and beyond the program allocation.

The chart below indicates the CCCCO allocation for each academic year indicated. The instructional budget summary and non-instructional budget summary charts indicate the total expenditures for DSP&S by the college. This includes the DSP&S allocation as well as additional funding such as categorical grants (WAIII and SSS) and college effort related expenditures to support the DSP&S program.

|  |  |
| --- | --- |
| **Academic Year** | **CCCCO Allocation** |
| 2010-2011 | $410,923 |
| 2011-2012 | $430,537 |
| 2012-2013 | $451,926 |
| 2013-2014 | $607,958 |
| 2014-2015 | $812,901 |

**Instructional Budget Summary (to be completed by Dean)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Division Budget**  For the 5th year  **2014-2015** | **Percent of Division 2014-2015** |
| **Salaries** | 142,332 | 138,388 | 155,266 | 111,893 | 82,676 | 962,492 | 8.58% |
| **Benefits** | 23,486 | 23,348 | 26,615 | 13,241 | 12,205 | 233,484 | 5.22% |
| **Instructional Supplies** | 846 | 2,353 |  | 7,622 |  | 23,040 |  |
| XX0 | 846 | 2,353 |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  | 7,622 |  | 23,040 |  |
| **Non-Instructional Supplies** | 2,268 | 1,291 |  |  |  | 40,476 |  |
| XX0 | 2,268 | 1,291 |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  | 40,476 |  |
| **Operating Expenses** | 4,170 | 1,893 |  | 420 |  | 66,926 |  |
| XX0 | 4,170 | 1,893 |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  | 420 |  | 66,926 |  |
| **Equipment** |  | 5,492 |  |  |  | 112,215 |  |
| XX0 |  | 5,492 |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  | 112,215 |  |
| Total | 173,102 | 172,765 | 181,881 | 133,176 | 94,881 | 1,438,633 | 6.59% |

**Non Instructional Budget Summary (to be completed by Dean)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Division Budget**  For the 5th year  **2014-2015** | **Percent of Division 2014-2015** |
| **Salaries** | 715,357 | 710,307 | 588,981 | 841,555 | 841,555 | 962,492 | 87.43% |
| **Benefits** | 193,832 | 210,928 | 173,570 | 192,691 | 215,280 | 233,484 | 92.20% |
| **Instructional Supplies** | 29,698 | 2,367 | 2,309 | 4,920 | 11,012 | 23,040 | 47.79% |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 29,698 | 2,367 | 2,309 | 4,920 | 11,012 | 23,040 | 47.79% |
| **Non-Instructional Supplies** | 14,284 | 6,391 | 16,382 | 16,572 | 14,969 | 40,476 | 36.98% |
| XX0 |  | 2,247 |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 14,284 | 4,144 | 16,382 | 16,572 | 14,969 | 40,476 | 36.98% |
| **Operating Expenses** | 47,384 | 30,450 | 41,319 | 48,286 | 49,177 | 66,926 | 73.47% |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 47,384 | 30,450 | 41,319 | 48,707 | 49,177 | 66,926 | 73.47% |
| **Equipment** | 23,275 | 1,498 | 39,938 | 57,954 | 174,979 | 112,215 | 143.17% |
| XX0 |  |  | 17,346 |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 23,275 | 1,498 | 22,592 | 57,954 | 174,979 | 112,215 | 143.17% |
| Total | 1,023,830 | 961,941 | 862,499 | 1,161,978 | 1,306,972 | 1,438,633 | 90.85% |

**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

DSP&S staff and faculty continually communicate about the program needs and problem solves student barriers to success as they arise. DSP&S has representation on the majority of campus committees to facilitate integration of services for students. Developmental Services course instructors are supported by regular contact with counselors and the Learning Disability Specialist. Adjunct DSP&S counselors have consistent contact with full-time DSP&S counselors to support ongoing training and consistency for students. Developmental Services course instructors complete course SLO assessments according to the established timeline and in collaboration with full-time DSP&S faculty. DSP&S Strategic Planning meetings occur several times a semester and are used to discuss areas of concern, areas of growth, and areas of improvement.

B. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1023977_1>

C. Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results.

Data is gathered according to the established timeline at the end of each spring semester. The best ways to measure the quality and success of the DSP&S program is through a multi-faceted evaluation process. This process should look at data from multiple sources such as Datatel and SARS for the quantitative information needed for the PLO, instructor assessment for the course SLO, and student/faculty/staff/administrative subjective feedback for their perception of service quality.

**DSP&S Program Learning Outcomes from Cycle 3**

Access: 10% of Reedley College students will complete the disability verification process and access DSP&S Services as measured by the total number of students claimed on the DSP&S MIS report.

|  |  |  |  |
| --- | --- | --- | --- |
| **Access PLO Data** | | | |
| **Academic Year** | **Total College Enrollment (RC/MC/OC/CC)** | **Verified DSP&S Students** | **Percentage of Total** |
| 2010-2011 | 24,409 | 1,151 | 4.7% |
| 2011-2012 | 22,808 | 1,213 | 5.3% |
| 2012-2013 | 20,877 | 1,062 | 5.1% |
| 2013-2014 | 21,538 | 1,293 | 6.0% |
| 2014-2015 | 24,220 | 1,198 | 4.9% |

\*Total college enrollment data pulled from the SCCCD IR Annual Headcount Report

Initially the 10% number was based on the national average of people with disabilities increased by 2% because community college students tend to have disabilities at a higher rate than the national norm. Due to the limited staffing at all sites, DSP&S continues to underserve the college population. One of the program goals is to increase staffing so that more students can be served.

Accommodate: Students with verified disabilities will increase their utilization of alternate media, testing accommodations and mobility services service accommodations by 3% per year.

|  |  |  |  |
| --- | --- | --- | --- |
| **RC/MC/OC Accommodate PLO Data** | | | |
| **Academic Year** | **Alternate Media Requests** | **Test Accommodation Appointments** | **Mobility Services** |
| 2010-2011 | 99 | 46 | Accurate data not available |
| 2011-2012 | 128 | 58 | Accurate data not available |
| 2012-2013 | 148 | 1,107 | Accurate data not available |
| 2013-2014 | 148 | 1,308 | Accurate data not available |
| 2014-2015 | 260 | 1,134 | Accurate data not available |

\*The above Data is based on SARS and combined totals for RC/MC/OC.

This data shows that the program has met the goal for the majority of the years over the last cycle. The increase in numbers from 2010-2012 compared to 2012-2015 for test accommodation appointments is directly related to the implementation of SARS and increased consistent staffing at the Madera Center and Oakhurst Centers. This data supports the programs continued need for testing centers at each site.

The data also supports the need for alternate media production. The increase between 2013-2014 and 2014-2015 is most likely related to an increase in students being served as well as implementation of the web-based version of Kurzweil which made this accommodation more accessible for students.

Advance: 3% of verified DSP&S students receiving access, accommodation and advocacy services will complete their educational goals as measured by the number of certificate, degree and transfers.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RC/MC/OC Advance PLO Data** | | | | | | | | | | |
| **Academic Year** | 3% Target | **Total Verified Students Advancing** | Associate in Science for Transfer (A.S.-T) Degree\* | Associate in Arts for Transfer (A.A.-T) Degree\* | Associate of Science (A.S.) degree\* | Associate of Arts (A.A.) degree\* | Certificate requiring 30 to < 60 semester units\* | Certificate requiring 18 to < 30 semester units\* | Certificate requiring 12 to < 18 units\* | Transfers to University\*\* |
| **2010-2011** | 34.5 students | **52** | 0 | 0 | 9 | 20 | 0 | 23 | 0 | 66 |
| **2011-2012** | 36.4 students | **50** | 0 | 0 | 14 | 19 | 0 | 17 | 0 | 65 |
| **2012-2013** | 31.9 students | **59** | 2 | 1 | 15 | 29 | 0 | 10 | 2 | 36 |
| **2013-2014** | 38.8 students | **88** | 9 | 2 | 15 | 22 | 0 | 31 | 9 | 57 |
| **2014-2015** | 35.9 students | **76** | 12 | 8 | 13 | 23 | 5 | 9 | 6 | 47 |
| \*Degree data based on CCCCO Special Population/Group Program Awards Summary Report | | | | | | | | | | |
| \*\* Working to obtain accurate data, internal Data available only captures students participating in DSP&S SSS program. | | | | | | | | | | |

The above data was unable to be gathered by the RC institutional researcher so alternate data collection methods were used. The total verified students advancing include only completion of programs that were reported to the CCCCO (it will not include “certificates in” that are not state approved but are awarded by the college/programs internally). At this time there is not a tracking system in place to accurately pull data regarding these non-state approved certificates.

Additionally, the data regarding transfers was pulled from the annual performance reports for the DSP&S SSS program. This data will not include any verified DSP&S students that transferred who were not participating in the SSS program.

Based on the available data, DSP&S met the outcome goal for advancing students. Due to the data gather challenges, DSP&S has decided that 3% is an appropriate goal and will continue to evaluate whether the percentage should increase in the future.

D. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

|  |  |
| --- | --- |
| **Course** | **Semester(s) Assessed** |
| Devser 212 | Spring 11 |
| Devser 213 | Fall 11 |
| Devser 214 | Spring 12 |
| Devser 240 | Spring 11, Spring 12 |
| Devser 241 | Spring 12 |
| Devser 242 | Spring 11 |
| Devser 250 | Fall 11 |
| Devser 251 | Spring 11, Spring 12 |
| Devser 252 | Summer 11, Summer 12 |
| Devser 255 | Spring 11, Fall 11, Fall 12 |
| Devser 250 | Fall 11 |
| Devser 262 | Spring 11, Fall 11, Fall 12 |
| Devser 263 | Not offered during this cycle |
| Devser 270 | Fall 11 |
| Devser 271 | Spring 12 |
| Devser 272 | Complete using Fall 14 |
| Devser 273 | Complete using Spring 15 |
| Devser 275 | Fall 11 |
| Devser 276 | Spring 11, Spring 12 |
| Devser 277 | Spring 11, Fall 11, Spring 12 |
| Devser 283 | Spring 12 |

Each Developmental Services Course offered over the last five years had student learning outcomes for the course assessed at least once. The only major change as a result of the SLO assessments was related to DEVSER 240. This change was necessary primarily due to the implementation of new legislation governing the matriculation process for students which changed the timeline for applications, placement testing and advising. In order to continue to effectively and efficiently meet the needs of incoming high school students the DEVSER 240 Course Outline of Record was revised and the course offering was changed to be during the fall semester on the college campus instead of during the spring semester as a high school enrichment course.

E. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

|  |  |
| --- | --- |
| **Certificate/Program Learning Outcome** | **Semester(s) Assessed** |
| Life Skills – Workability Emphasis | Spring 2015 |
| Life Skills – Community Emphasis | Spring 2015 |
| Access: 10% of Reedley College students will complete the disability verification process and access DSP&S Services as measured by the total number of students claimed on the DSP&S MIS report. | Spring 2015 |
| Accommodate: Students with verified disabilities will increase their utilization of alternate media, testing accommodations and mobility services service accommodations by 3% per year. | Spring 2015 |
| Advance: 3% of verified DSP&S students receiving access, accommodation and advocacy services will complete their educational goals as measured by the number of certificate, degree and transfers. | Spring 2015 |

Certificate and program learning outcomes were evaluated during the Spring 2015 semester. There were no major revisions needed and the data showed support that the program is meeting the established outcomes.

F. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

Based on the Developmental Services course learning outcome assessments, there were very few changes or improvements identified as necessary. The changes that were identified were related to revising the course outline to better align with the intent of the course and revision of the method of instruction to better align with the needs of the diverse student population. One course specifically identified the need to find simplified curriculum resources. This was for Devser 214 which is the Government Basics course. The curriculum resources available are either not age appropriate for the college student population or was comprised of content too difficult for the academic level of the students the course was designed for. This continues to be a challenge and the program instructors are continually looking for age appropriate, level appropriate curriculum resources.

|  |  |
| --- | --- |
| Assessment Type | Total number of courses using this assessment type |
| Item analysis of exams, etc. | 12 |
| Assignments based on rubrics | 6 |
| Assignments based on checklists | 1 |
| Direct observation of performances | 13 |
| Student self-assessments | 7 |
| CAT (clickers, mediated responses) |  |
| Capstone projects or final summative assessments | 5 |
| Other |  |

|  |  |
| --- | --- |
| Action Plan | Total number of courses using this action plan |
| Results are positive--no changes | 15 |
| Conduct further assessment |  |
| Use new or revised teaching methods | 2 |
| Develop new methods of evaluating student work |  |
| Plan purchase of new equipment or supplies |  |
| Make changes in staffing plan |  |
| Engage in professional development about best practices |  |
| Revise the course sequence or prerequisite |  |
| Revise the course syllabus or outline | 1 |
| Unable to determine |  |
| Other | 1 |

**V. Qualitative Analysis**

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?

As previously stated, in October 2015, Title V updates to the DSP&S reporting and funding model were finalized and the MIS reporting requirements will be changing with the start of the 2016-2017 reporting year. Trainings regarding these updates are scheduled for February/March 2016. DSP&S will begin preparation for implementation of the changes shortly after the trainings occur. The changes include revision to the disability categories and removal of the primary/secondary disability reporting component. This will require some programming changes in both SARS and Datatel. In addition, DSP&S forms will need to be updated in order to align with the new requirements.

In addition, the DSP&S funding allocation model is also being revised. We are unsure at this time the exact effect this will have on the program allocation. One of the major changes include changes to the weights connected to the reported student disability codes (aligned with the revised disability codes). Additionally, there is another proposal to increase the funding related to college effort (from 10% to 20%). This proposal has the potential to significantly impact the program budget, especially if the college does not provide college effort. College effort is not a district match (like is required for DHH funding) but is intended to help reimburse the college for contributions to cover the required accommodations per the ADAA. According to the CCCCO, the DSP&S allocation model is not intended to cover all costs related to this and the expectation is that the college will provide additional support. Based on end-of-the-year reporting, the future program budget then is partially related to the amount of funding support the college provides above and beyond the program allocation.

Enrollment is another trend that will affect DSP&S. Reedley College and its centers are in growth mode. This means more students are enrolling, which in turn will increase the number of students needing DSP&S services and accommodations. In addition, there are changes in the UC and CSU systems that are changing acceptance rates. Students who are not accepted into these institutions often turn back to the community college system to further prepare for transfer.

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

At this time, DSP&S does not anticipate the need for any major course revisions in the Developmental Services courses. The department is considering submitting for approval to offer DEVSER 240 as a hybrid course. DEVSER 240 functions as an extended orientation to the college and supports students in understanding and connecting to the support resources available to help them be successful. This course could be offered in a hybrid format with several face-to-face sessions combined with follow up online between those sessions.

C. Discuss how your program meets the needs of the College’s diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

DSP&S meets the needs of the RC diverse student population through contact with students on an individual, small group, and class level as well as providing on going in-service training to administration, faculty and staff explaining best practices for multisensory course instruction, learning strategies, and behavior management techniques that are beneficial to all types of learners.

C2. Discuss course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.



**Reedley College:** The above planner shows the course rotation and times planned by DSP&S for DEVSER course offerings at Reedley College. DSP&S has been unable to offer Devser 241/242 during the 15-16 academic year due to the inability to find a qualified individual to instruct these courses. Students who enroll in Developmental Services course offerings often rely on public transportation and ride sharing with other students. This often means they are only able to be on campus during prime instructional time. In Fall 2014, DSP&S was no longer able to utilize Portable 3 for priority scheduling due to the Reedley Middle College High School needing the facility. Since then, Devser course locations have fluctuated and course times have needed to be revised to fit available rooms. In some semesters, these changes have affected course enrollment.

**Madera Center:** At this time, the Madera Center is offering one DEVSER course per semester. We hope to be able to establish a similar rotation of courses as shown above at the Madera Center in the near future as the program continues to grow.

**Oakhurst Center:** The Oakhurst Center has sporadically offered courses over the past five years, however this is due to difficulty finding a qualified individual to instruct courses at this location.

C3. Appropriate breadth, rigor, sequencing, and completion time. Provide examples.

The rotation identified above has worked very well in regards to supporting completion time for the Developmental Services Life Skills and Workability certificates. With this rotation, students can complete the certificate(s) within 3 semesters, though most students will take 4 semesters. The various Developmental Services course offerings provide differing levels of rigor designed to help students transition into increasingly higher levels of expectation and academic rigor. Each course is focused on supporting students with improving basic life skills and basic academic skills. As a cumulative group of course offerings the Developmental Services courses help prepare students for entry in general course offerings and/or success as a community member and/or success in the workplace. This broad array of rigor and intent is necessary to meet the needs of the diverse student population that the Developmental Services Course offerings of the DSP&S program serves.

D. Describe what your program has done to create links with support services or other instructional programs, if any.

DSP&S works closely with all of the special programs in the student services division. DSP&S and EOPS have an agreement form which allows students receiving services from DSP&S to count those contacts towards meeting their EOPS required contacts. A DSP&S counselor meets monthly with the Calworks Counselor/program staff to review shared student progress and efficiently collaborate to meet the student needs as best as possible. The program also has a faculty member who is part of the Veterans Support Team and Student Athlete Retention Program.

Each year DSP&S plans a flex day activity to help support link with faculty from all instructional programs. Each semester, DSP&S distributes information to faculty with important reminders and updates regarding any changes. DSP&S staff also participate in new faculty orientation in order to help link new faculty (adjunct and full-time) to the program and increase awareness/understanding of the services/support offered – as well as legal obligations.

E Describe any community or other institution partnerships or collaboration of which your program has had a part.

DSP&S has numerous partnerships and regularly participates in collaborative efforts with the college and community based agencies. Some of the key partnerships are:

**Student Support Services (SSS) Program:** The Student Support Services Program in the Disabled Students Programs & Services department is funded by the Department of Education.  It is a five-year grant, and the fourth grant cycle started on September 1, 2015.  The program serves 125 students on the Reedley College and Madera Center campuses.  Required program services include academic tutoring, advice and assistance with postsecondary course selection, financial aid information and application assistance, and financial planning services.  Permissible services include career guidance, graduation and transfer application assistance, transfer tour, and supplemental grant aid.  The objectives of the grant include persistence, good academic standing, and graduation and transfer rates.  The objectives are measured by an Annual Performance Report that is submitted to the Department of Education. The objectives are as follows:    
\*Persistence Rate: 60 % of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate’s degree or certificate at the applicant institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

\*Good Academic Standing Rate: 50 % of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the applicant institution.

\*Graduation and Transfer Rates: 15 % of new participants served each year will graduate from the applicant institution with an associate’s degree or certificate within four (4) years; 10 % of new participants served each year will receive an associate’s degree or certificate from the applicant institution and transfer to a four-year institution within four (4) years.

**Workability III (WAIII) Program:** The Workability III Program was developed in 1985 through a partnership between the State Community College System and Department of Rehabilitation, Workability III serves 90+ students with employment preparation services including: access to vocational experiences & assistance with preparing for, obtaining & maintaining employment.  The program provides services to individuals with disabilities and the local business community.  The goals of the Workability III program are as follows:

* To implement support services for students in vocational training programs at Reedley College
* Provide pre-vocational and employability skills, training, work experience, and job placement with follow-up to aid in employment retention
* Broaden networking within the surrounding community
* Increase student awareness of community resources
* Assist students and employers with advocacy and reasonable accommodation issues

Workability III also uses classroom instruction to help in employment preparation services.  The course curriculum for these classes include career exploration, job search information, non-traditional job search , skills identification, application assistance, interview techniques, disability related advising, and employer expectation.  The courses include:

* Devser 250 (Career Awareness)
* Devser 251 (Job Preparation)
* Devser 252 (Job Maintenance)
* Devser 255 (Work Experience)

**Transition to College (TTC) Program:** Based on an Advisory Board suggestion, Reedley College DSP&S developed a program designed to assist students with disabilities in preparing for their initial semester at a community college. The program consists of a DSP&S counselor who provides liaison and transition planning services at the high schools and along with a 1-unit course (Devser 240). The Transition to College for Students with Disabilities course, was first taught in Spring 2003. Through this program and class, students become connected with DSP&S prior to leaving their high school. They learn to navigate the State Center Community College District campuses, utilize resources, and become familiar with academic policies, procedures, and services with emphasis on issues related to accommodations and resources available to students with disabilities that help enable them to be successful in a college setting.  The Reedley College TTC Program (including Madera and Oakhurst service areas) currently serves a 275-300 students per year. Incoming students without a connection to DSP&S are less likely to utilize services, accommodations, and other campus resources, increasing their tendency to struggle with academic success. DSP&S have discovered that students participating in the TTC Program are more likely to successfully matriculate through the community college and utilize campus resources including DSP&S which increases their chances of being academically successful. The program is constantly evaluated and adjusted to best meet the changing needs of incoming students and to keep up with legislative changes.

**Student Equity Plan:** The Reedley College Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students.  Goals and activities were developed to address disparities in student outcomes.

According to the Reedley College Student Equity Plan, there is disproportionate impact for students with disabilities in four of the five academic years (2008-2013) (Data was taken from the CCCCO 2014 score card by the Reedley College institutional researcher). Per the plan, DSP&S expanded counseling services to assess for students with learning disabilities to ensure students received additional support services leading up to testing and accommodations, however DSP&S funding prevented this from happening consistently each academic year.

The plan also identified remedial English showing a disproportionate impact on students with disabilities for three of the five years. In addition, remedial math completion by students with disabilities fluctuates.  The number of students with disabilities in remedial math programs is a small percentage of the whole.  Many of our students have to wait weeks and even months to be tested by our LD specialist.  Of those student tested, a large amount need individualized instruction and support which is hard to accommodate due to the limited amount of time the LD specialist has.  A second part-time LD specialist would be a strong contribution to our staff and would allow for faster turnaround of testing and support. The student equity plan also identifies the addition of a testing center that would help increase student success. The equity plan notes that DSP&S helps coordinate appropriate services for our students.

Transportation also poses an issue for many DSP&S students.  This can be a hindrance in regards to transferring and seeking employment.  There are currently limited public transportation options, but Reedley College has used equity money to partner with Fresno County to create additional transit options.

F. Describe how your program provides equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DSP&S provides services in multiple formats including face-to-face, phone, email and instructional course offerings. DSP&S counselors provide equitable access by utilizing the method that works best for individual student needs. Utilizing multiple methods to facilitate services has helped to provide more equitable services to the Oakhurst Center where face-to-face counseling time is very limited.

Accommodations requiring coordination (i.e. testing accommodations) can be arranged via phone/email if the student is unable to come to the campus. In addition, alternate media produced can be delivered electronically with the web-based Kurzweil system. Students have the choice to come on campus or make alternate arrangements via their counselor.

Currently Developmental Services instruction is offered only in face-to-face formats. The program has discussed whether hybrid or online offerings would be appropriate and has decided that given the challenges of the student population these courses serve, doing so would not be in the best interest of the students.

G. As applicable, describe the ways in which your program assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Describe how your program evaluates these services to ensure their effectiveness.

DSP&S utilizes the Notification of Authorized Services form which indicates the accommodations that are agreed upon, based on student need, disability verification and the interactive dialogue between student and counselor. This form is updated each academic year (or more frequently if major revisions are necessary) and serves as the method in which the students communicate with their instructors regarding their accommodation needs. The process of updating accommodations each year with a student based on the student education plan has increased the ability of the program to maintain regular contact with the student.

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

The Reedley College DSP&S program continues to grow and is an important factor in supporting the success of students with disabilities. The focus for the program over the next 5-year cycle will be to continue providing high-quality services that support student success as the program continues to grow and also make services more equitable across campus locations. Below is a summary of what DSP&S will focus on.

**Reedley College:**

* Implementation of Title 5 Changes: This is a goal that spans all campus locations and is necessary to ensure compliance with required for CCCCO program reporting and therefore program funding.
* Testing Center Staffing: Due to the significant increase in testing accommodation use, the program needs campus support to ensure compliance with this mandated accommodation. While a testing location has been established, the staffing to be able to utilize the space appropriately continues to be insufficient. Ideally, due to DSP&S staffing constraints, test proctoring needs to be completely handled by the college-supported Testing/Assessment Center with minimal assistance from DSP&S. DSP&S is able to provide funding to assist with a portion of the costs to fully staff the center but college support will be required. DSP&S will need to collaborate with Testing/Assessment Center staff to ensure related accommodations are being appropriately implemented.
* Learning Specialist Needs: After careful evaluation of the Learning Disability Specialist position and the data, it is clear that Reedley College needs a full-time Learning Disability Specialist with support of an adjunct Learning Disability Specialist to provide support for the Madera and Oakhurst Centers. In order to provide more equitable services at the centers, the additional staffing time is needed. The Reedley College full-time position will continue to act as a “lead” for Learning Disability services across all college locations, however adjunct faculty would provide the implementation of those services at the Madera and Oakhurst Centers.
* Tracking Developmental Services Certificate Completers: At this time DSP&S does not have an efficient way to track students who have completed the non-state approved certificate programs. The program will need institutional support and collaboration with Admissions and Records to implement a way for accurate tracking to occur.
* Maintaining Up-To-Date Technology for all Sites: DSP&S currently provides the funding support for the majority of the programs technology needs. Should DSP&S funding decrease, the need for this technology will not go away. It is important that the college administration is aware of the technology needs that DSP&S has been supporting. This includes DSP&S computers/laptops, hardware, software and license/upgrades such as Kurzweil, Inspiration, Fast ForWord Progress Tracker, JAWS, Dragon Naturally Speaking, Reading Assistant and Live Scribe Pens/Paper.
* Systematize Faculty Training and Updates to Improve Disability Awareness and Delivery of Accommodations: DSP&S is aware that faculty training is an ongoing need and that new faculty come to the college and centers each semester. In order to ensure all staff/faculty have the information necessary to ensure college compliance with mandates and support students receiving DSP&S services through best practices, the program needs to have a training plan in place. DSP&S participates in New Faculty Training and provides updates to faculty each semester. The program would like to expand efforts and develop a calendar of faculty updates/training plan, including development of a DSP&S Faculty Handbook. DSP&S would also like to implement an online training program (i.e. DARE).

**Specific to Madera/Oakhurst Centers:**

* Full-Time Madera Center/Oakhurst Center DSP&S Counselor/Coordinator: The Madera Center and Oakhurst Center student caseloads have grown significantly over the past 5 years and require more counselor contact and coordination time than an adjunct position can sufficiently provide. In order to provide quality services and make services for the Madera/Oakhurst Centers more equitable, a full-time counselor/coordination position is necessary. This position is currently in the process of being hired on a categorical basis. Ongoing, this is a position that should be institutionalized as the need will not decrease even if DSP&S funding does.
* Madera Center/Oakhurst Center Support Staff: Currently the Madera Center DSP&S program only has student aide time for support. As the program grows and services expand to be more equitable across locations, additional support staff will be required.
* Test Proctoring Support: Test proctoring at the Madera Center is growing consistently with the growth of the number of students being served by the program. Test proctoring at the Oakhurst Center is not utilized consistently and when it is utilized, there is a timely collaboration that takes place to ensure the test accommodations are appropriately implemented and proctored. The Madera Center and Oakhurst Center need dedicated support to assist with coordination and implementation of test proctoring accommodations. As the Madera Center grows, there will become a need for a dedicated testing center similar to what Reedley College is working on implementing.
* Expanded Developmental Services Course Offerings for the Madera and Oakhurst Centers: The program recognizes the role of the instructional component in supporting student success and would like to see course offerings expanded at the centers.

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet. Add rows as needed.

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| Testing Center for Madera Center – shared space to be utilized for campus testing services including DSP&S test accommodation proctoring, placement testing and other campus testing needs. | 8,9,34,35,54 | 1 | Space provided by MCC.  Based on DSP&S allocation, DSPS funding can assist with cost of adaptive equipment and software.  (funding similar to what was done for the RC Assessment Center). | Fall 2019 | 1.4, 2.3, 5.2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| Implement an efficient process to accurately track students completing Developmental Services Certificates. | 8,25,42,53 | 1 | Cost of staff time to implement. | Spring 2017 | 5.1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Technology Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Maintain Up-To-Date Technology Utilized by DSP&S: computers/laptops, hardware, software and license/upgrades such as Kurzweil, Read&Write Gold, Inspiration, Fast ForWord Progress Tracker, JAWS, Dragon Naturally Speaking, Reading Assistant, Live Scribe Pens/Paper and SARS. | 5,9,10,13,15,32,53,54 | 0 | Kurzweil: $3000  Read&Write Gold: $2,000  FastForward:$3,500  Others: approx. $3,000/year mininmum based on updates/replacements | Ongoing | 2.3, 5.6 |
| Programming/Tech support for Datatel and SARS updates related to Title 5 revision implementations and ongoing as needed. | 14,29,30,33,34,35,40,41,46 | 0 | Cost of staff time to implement/maintain | Summer 2016 & Ongoing | 5.6 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Institutionalize Full-Time Learning Disability Specialist Dedicated to Reedley College Campus (currently split between categorical funds) | 5,12,15,31,35,40,53 | 1 | $120,800 (approximate cost salary + benefits) | Fall 2018 | 1.4, 2.3, 3.3 |
| Add Full-Time DSP&S Counselor/Coordinator for Transition to College Counseling and to support Developmental Services Instruction. | 9,16,29-33,46-48,50,53 | 1 | $105,000 (approximate cost salary + benefits) | Fall 2018 | 1.4, 2.3, 3.3 |
| Reedley College Testing Center Staffing to support implementation of Testing Accommodations Proctoring (Instructional Aide Position) | 8,9,34,35,54, | 0 | $12,500 (PPT hourly + benefits) | Fall 2016 | 1.4, 2.3, 5.2 |
| Adjunct Learning Disability Specialist to support Madera and Oakhurst Centers. | 5,12,15,31,35,40,53 | 1 | $55,700 (hourly + benefits) | Fall 2018 | 1.4, 2.3, 3.3 |
| Institutionalize Full-Time Madera Center/Oakhurst Center DSP&S Counselor/Coordinator | Prior program review, 4,24-35 | 1 | Currently FT position paid by DSPS. | Fall 2016 | 1.1, 2.2, 2.3, 5.2 |
| Madera Center and Oakhurst Center Staff to support implementation of Testing Accommodations Proctoring (Instructional Aide) | 8,9,34,35,54, | 0 | $12,500 (PPT hourly + benefits) | Fall 2017 | 1.4, 2.3, 5.2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Priority Scheduling in a lecture classroom at Reedley College capable of seating 25 students and housing the DSP&S laptop cart. | 8,9,24,25,37,46-48,51 | 1 | Classroom space provided by RC | Fall 2018 | 2.4, 5.2 |
| Expanded offerings of Developmental Services Courses at Madera center. | 37,46-48,54, | 1 | Classroom space provided by MC  Instruction costs provided by DSPS via Special Class Revenue (XXO) | Fall 2017 | 2.3, 5.2 |
| Resume offering Developmental Services Courses at Oakhurst Center | 24,37,46-48,54 | 1 | Classroom space provided by OC  Instruction costs provided by DSPS via Special Class Revenue (XXO) | Fall 2018 | 2.3, 5.2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Additional Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Implementation of the updated Title 5 DSP&S regulation and reporting requirements – including Datatel, SARS, form and program procedures updates. | 29-33,46 | 0 | Cost of staff time to implement. | Summer 2016 | 5.1 |
| Systematize faculty training and updates to improve disability awareness and delivery of accommodations. | 10,31,40,47,48,53,54 | 1 | Cost of staff time to implement. | Fall 2017 | 1.4, 5.1 |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2015-2016 | **Program Review Report Writing Year** | Click here to enter text. |
| Year 2  2016-2017 | DEVSER Life Skills – Community Emphasis Certificate  DEVSER Life Skills – Workability Emphasis Certificate  Fall 16: Devser 272, Devser 277, Devser 240, Devser 259  Spring 17: Devser 273, Devser 212, Devser 262, Devser 283 | Linda Reither / Samara Trimble |
| Year 3  2017-2018 | Fall 17: Devser 213, Devser 270, Devser 250, Devser 255  Spring 18: Devser 214, Devser 271, Devser 251, Devser 252 | Linda Reither / Samara Trimble |
| Year 4  2018-2019 | Course Outline of Record Updates  Fall 2018: Access Program SLO  Spring 2019: Accommodate Program SLO | Ashley Calhoun, Linda Reither / Samara Trimble |
| Year 5  2019-2020 | Fall 2019: Advance Program SLO | Click here to enter text. |

Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Last Update** | **Semester revision to be submitted** | **Person responsible for revision** |
| DEVSER 212 | FALL 2013 | Fall 2018 | Ashley Calhoun |
| DEVSER 213 | FALL 2013 | Fall 2018 | Ashley Calhoun |
| DEVSER 214 | FALL 2013 | Fall 2018 | Ashley Calhoun |
| DEVSER 240 | FALL 2015 | Fall 2018 | Linda Reither |
| DEVSER 241 | FALL 2013 | Fall 2018 | Linda Reither |
| DEVSER 242 | FALL 2013 | Fall 2018 | Linda Reither |
| DEVSER 250 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 251 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 252 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 255 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 259 | FALL 2013 | Fall 2018 | Linda Reither |
| DEVSER 262 | FALL 2013 | Fall 2018 | Ashley Calhoun |
| DEVSER 263 | FALL 2013 | Spring 2016 – Delete Course | Ashley Calhoun |
| DEVSER 270 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 271 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 272 | FALL 2015 | Fall 2018 | Melissa Affeldt |
| DEVSER 273 | FALL 2013 | Fall 2018 | Melissa Affeldt |
| DEVSER 275 | FALL 2013 | Spring 2016 – Delete Course | Ashley Calhoun |
| DEVSER 276 | FALL 2013 | Spring 2016 – Delete Course | Ashley Calhoun |
| DEVSER 277 | FALL 2013 | Fall 2018 | Linda Reither |
| DEVSER 283 | FALL 2013 | Fall 2018 | Linda Reither |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Appendix A: Insert All Course Assessment Reporting Forms Here.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 20, 2011
2. **Contact Person:** Lucy Painter
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 212 - 57005
5. **Assessed Course SLO(s):** 1-3
6. Identify at least three components of living a healthy lifestyle.
7. Describe at least three ways that your feelings affect your health.
8. Identify at least three ways to decrease stress.
9. **Describe your assessment timeline, including a rationale for your decision:**

Assessments are completed throughout the course of the semester through the use of tests/quizzes, discussions and assignments. SLO’s are evaluated in multiple ways in order to more effectively assess whether student has completely grasped the concepts discussed.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See Attached.
2. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

At least 80% of students should be able to identify at least three components of living a healthy lifestyle. At least 80% of students should be able to describe at least three ways that your feelings affect your health. At least 80% of students should be able to identify at least three ways to decrease stress.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 72.22% proficient, 5.56% satisfactory (77.78% overall)

Outcome #2: 66.67% proficient, 11.11% satisfactory (77.78% overall)

Outcome #3: 72.22% proficient, 16.67% satisfactory (88.89% overall)

The course was completely revised in terms of instruction during the SP11 semester. The course workbook, assignments, quizzes and exams were all re-configured in an effort to make the course more meaningful and related to accomplishment of the SLO’s. Student ability levels varied significantly and there were a high number of ATP students with moderately severe cognitive delays enrolled. This high level of ATP students and students with lower level cognitive skills unquestionably played a significant role with overall achievement of SLO’s. Taking into consideration the above, overall the SLO assessment results indicate positive outcomes for this course. Curriculum will continue to be enhanced with inclusion of new/updated information each time the course is offered.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** March 2012
2. **Contact Person:** Lucy Painter
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 213 - 56549
5. **Assessed Course SLO(s):** 1-3
6. Demonstrate the use of “I” statements to introduce themselves/disability.
7. State at least 3 disability limitations created by their specific disability.
8. Identify at least 3 appropriate ways to self-advocate for a specific scenario.
9. **Describe your assessment timeline, including a rationale for your decision:**

Assessments are completed throughout the course of the semester through the use of presentations, tests/quizzes, discussions and assignments. SLO’s are evaluated in multiple ways in order to more effectively assess whether student has completely grasped the concepts discussed.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

See Attached.

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

At least 80% of students should be able to demonstrate the use of “I” statements to introduce themselves/disability. At least 80% of students should be able to state at least 3 disability limitations created by their specific disability. At least 80% of students should be able to identify at least 3 appropriate ways to self advocate for a specific scenario.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 100% proficient, 0% satisfactory (100% overall)

Outcome #2: 100% proficient, 0% satisfactory (100% overall)

Outcome #3: 90% proficient, 10% satisfactory (100% overall)

The course was completely revised in terms of instruction in Fall 2010 and improvements were made again to course instruction methods and assignments the during Fall 2011 semester. The course workbook, assignments, quizzes and exams were all re-configured in an effort to make the course more meaningful and related to accomplishment of the SLO’s. Ability levels of students enrolled in this class vary significantly. The outcome assessments are significantly positive. This course will be offered on a rotational basis with Devser 212 and Devser 214. Curriculum will continue to be enhanced with inclusion of new/updated information each time the course is offered.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 2012
2. **Contact Person:** Lucy Painter
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 214 - 50770
5. **Assessed Course SLO(s):** 1-3
6. Fill in a structure chart of state/federal/local governments.
7. Identify at least 3 rights they have as a student with a disability at Reedley College.
8. Identify at least three rights they have as a citizen of the United States.
9. **Describe your assessment timeline, including a rationale for your decision:**

Assessments are completed throughout the course of the semester through the use of tests/quizzes, discussions and assignments. SLO’s are evaluated in multiple ways in order to more effectively assess whether student has completely grasped the concepts discussed.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

See Attached.

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

At least 80% of students should be able to fill in a structure chart of state/federal/local government. At least 80% of students should be able to identify at least three rights they have as a student with a disability at Reedley College. At least 80% of students should be able identify at least three rights they have as a citizen of the United States.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 15.38% proficient, 61.54% satisfactory (76.92% overall)

Outcome #2: 79.92% proficient, 0% satisfactory (79.92% overall)

Outcome #3: 79.92% proficient, 0% satisfactory (79.92% overall)

This semester, this course was offered for the first time. The course workbook, assignments, quizzes and exams were developed and revised throughout the semester in an effort to establish curriculum that addressed the SLO’s and the learning needs of the students enrolled in the class. The cognitive level of students enrolled in the class was fairly consistent. The SLO assessment indicates that each SLO was very close to meeting the acceptable percentage desired. This course will be offered on a rotational basis with Devser 212 and Devser 214. Curriculum will continue to be enhanced with inclusion of new/updated information each time the course is offered. There is a need to develop more simplified curriculum resources.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other: Develop simplified curriculum resources.

*Provide a brief description with a timeline for changes:*

By the next time this course is offered, the workbook and course curriculum will have been simplified to include decreased paragraph/page style text, more bullet style information, simplified charts. It was also determined that more frequent quizzes and shorter mid-term and final exams are necessary.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 25, 2012
2. **Contact Person:** Melissa Affeldt
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 240 - all RC Sections
5. **Assessed Course SLO(s):**
6. Demonstrate the ability to complete the following steps in the matriculation process; complete the college application, complete the college orientation, complete the placement test evaluation, schedule a DSP&S counseling appointment.
7. Identify the financial aid application process.
8. Describe available campus resources
9. **Describe your assessment timeline, including a rationale for your decision:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Activity** | **SLO Assessment** | **Suggested Flow** |
| Disabled Students Programs & Services (DSP&S) | DSP&S Intake - Online Orientation | SLO # 1 & 3 | Week 3 |
| The College Application | SCCCD On-line Application | SLO #1 | Week 4 |
| Assessment & Placement Tests | Fresno City or Reedley College Placement Testing | SLO #1 | Week 5-6 |
| Financial Aid & Scholarships | Financial Aid Workshop - Completing a FASFA | SLO # 1,2,3 | Week 7 |
| Meeting with your Counselor | Review & Practice Questions | SLO #1 | Week 8 |
| Campus Tour | Locating Areas on Campus | SLO #2 & 3 | Weeks 9-12 |

This flow creates a build up to the skills that students will need to actively assist themselves in utilizing campus resources effectively once they are physically on the college campus and in college courses. The activities used to assess the SLO’s are combined with in-class discussions and activities that allow full assessment of whether the student has mastered knowledge of the information.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

* SCCCD Online Application – completion confirmed via Datatel
* FAFSA – completion confirmed via financial aid office/FAFSA website
* DSP&S Intake & appointments – confirmed via DSP&S office
* Placement Test – completion confirmed via Datatel
* Online Orientation – completion confirmed via completion certificate
* Campus Tour/Available resources – confirmed attendance by instructor, class discussion regarding understanding of available resources.

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |
|  |  |

80 % of students should be able to demonstrate the ability to complete the following steps in the matriculation process; complete the college application, complete the college orientation, complete the placement test evaluation, schedule a DSP&S counseling appointment. 85% of students should be able to identify the financial aid application process. 80% of students should be able to describe available campus resources

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 60.74% proficient, 24.44% satisfactory (85.18% overall)

Outcome #2: 61.48% proficient, 20.74% satisfactory (82.22% overall)

Outcome #3: 73.33% proficient, 14.07% satisfactory (87.4% overall)

Overall the majority of students were able to meet the SLO’s for this course. Overall students exiting this course are better prepared to navigate the college campus and the resources available to them. At this time no major revisions are necessary, however individual assignment specifics are altered on a semester basis depending on the ability level of students enrolled in the class and campus resources available.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 17, 2012
2. **Contact Person:** Barry Lewis
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 241 Bridge to College Math
5. **Assessed Course SLO(s):** Demonstrate ability to read and write whole numbers, apply the arithmetic operations of addition, subtraction, multiplication, and division on whole numbers, apply concepts and calculation of addition, subtraction, multiplication and division in word problems.
6. **Describe your assessment timeline, including a rationale for your decision:**

Assessment is conducted throughout the semester, approximately every two weeks because materials/concepts may need to be revised if students are not grasping concepts and progressing.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See attached assignments.**
2. **What is your expected level of achievement for measuring success?**

**90% able to read and write whole numbers, 80% apply arithmetic operations, 70% apply arithmetic operations in word problems.**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The outcome of the assessments for the two semesters showed 82% were able to read and write whole numbers, 79% were able to apply arithmetic operations, and 74 % were able to apply arithmetic operations in word problems. The assessments worked, students made good progress, no revision needed.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 18, 2011
2. **Contact Person:** Barry Lewis/Linda Reither
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 242 Bridge to College Reading
5. **Assessed Course SLO(s):**

Demonstrate the use of a dictionary to comprehend word meaning in context. (Quiz)

Demonstrate the use of word attack skills to sound out words. (Student Demonstration)

Identify the meanings of basic reading vocabulary terms. (Quiz)

Identify at least 3 strategies to cope with a difficult reading assignment. (Quiz)

1. **Describe your assessment timeline, including a rationale for your decision:**

SLOs were assessed as material was covered due to the need to establish skill levels and re-teach as necessary before moving on.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See attached**
2. **What is your expected level of achievement for measuring success?**

80 % competency on all SLO’s is expected.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

83% were able to use dictionary skills to comprehend word meaning in context. 67% demonstrated the use of word attack skills to sound out words. 67% identified the meanings of basic reading vocabulary terms. 72% identified at least 3 strategies to cope with a difficult reading assignment.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

The students in this particular class had many life, medical and psychological issues that interfered with learning which brought the success rate down. For the remaining students, who had significantly more learning problems, the teaching methods had a positive impact but they couldn’t grasp the concepts.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.) Cover basic skills at the beginning of the course then move more rapidly to applied reading practice which has more meaning and may yield better progress.

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** February 2, 2012
2. **Contact Person:** Juanita Candyce McKinley
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 250 #56552
5. **Assessed Course SLO(s):** 1-3
6. Identify three vocationally-oriented personal strengths and weaknesses based on the outcomes of personality/vocational assessments.
7. Investigate a specific career and determine their ability to successfully perform the essential functions of a job within that career.
8. Determine the steps they need to take in order to prepare for and pursue a chosen career path.
9. **Describe your assessment timeline, including a rationale for your decision:**

* Weeks 1-4: Personality, interest inventory assessments
* Weeks 5-6: Career exploration based on assessment results
* Weeks 7-8: Informational interviews, exploring specific jobs
* Weeks 9-10: Occupational outlook of jobs
* Weeks 10-12: Identified career paths, entry level pathways, disability factors.
* Weeks 12-14: Develop personal plan for employment.
* Weeks 15-18: Practice employment interviewing, talking with potential employers, practice explaining how disability could affect employment.

This flow creates a build up to the skills that students will need to actively engage more independently in career exploration. The flow can be flexed to allow for students who need additional time to assimilate the information as well as for students who are able to move more quickly and assimilate information to a more advanced degree . This class as a significant variation in terms of the cognitive level of students, which requires a flexible flow in order to meet the needs of all students enrolled in the course.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See Attached.
2. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

90% of students should be able to identify at least 3 vocationally-oriented strengths and weaknesses based on the outcomes of personality/vocational assessments. 80% of students should be able to investigate a specific career and determine their ability to successfully perform the essential functions of a job within that career track. 80% of students should be able to determine the steps they need to take in order to prepare for and pursue a chosen career path.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 63.16% proficient, 26.32% satisfactory (89.48% overall)

Outcome #2: 73.68% proficient, 15.79% satisfactory (89.47% overall)

Outcome #3: 78.95% proficient, 10.53% satisfactory (89.48% overall)

Overall the majority of students were able to meet the SLO’s for this course. Students often repeat this course and are therefore able to take their understanding, use of information and independence in completing tasks to a higher level with repetition and practice. Students need clearly defined assignments with step by step processes laid out and practice completing them during lab sessions.

Overall students exiting this course are better prepared to participate career exploration and development, which was the main motive for development of this course. At this time no major revisions are necessary, however individual assignment specifics are altered on a semester basis depending on the ability level of students enrolled in the class.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 20, 2011
2. **Contact Person:** Juanita Candyce McKinley
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 251 - 55511
5. **Assessed Course SLO(s):** 1-4
6. Complete a basic employment application.
7. Complete a cover letter and resume on the computer and save to storage media.
8. Demonstrate appropriate personal presentation (hygiene/dress) and social interaction skills during an interview.
9. Explain how his/her disability could affect employment.
10. **Describe your assessment timeline, including a rationale for your decision:**

* Weeks 1-2: Complete basic employment application
* Weeks 2-4: Complete a cover letter and resume on computer and save to storage media Weeks 5-6: Develop reference list and recommendation letter
* Weeks 7-8: Prepare a thank you letter & complete previous projects
* Weeks 9-10: Study the Americans With Disabilities Act, create an accommodation letter and Complete Midterm
* Weeks 10-18: Practice interviewing skills, by assignment & role play, and demonstrate appropriate personal presentation (hygiene and dress) and social interaction. Complete final examination, three mock interviews, one that is videotaped and reviewed with student. Student also must submit Portfolio, holding all interviewing assignments and complete practical assignments in the Text as assigned.
* Ongoing: explain how his/her disability could affect employment, review online job networking sites

This flow creates a build up to the skills that students will need to actively engage more independently in job search. The flow can be flexed to allow for students who need additional time to assimilate the information as well as for students who are able to move more quickly and assimilate information to a more advanced degree . This class as a significant variation in terms of the cognitive level of students, which requires a flexible flow in order to meet the needs of all students enrolled in the course.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See Attached.
2. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

90% of students should be able to complete a basic employment application, 80% of students should be able to complete a cover letter and resume on the computer and save to storage media. 80% of students should be able to demonstrate appropriate personal presentation (hygiene/dress) and social interaction skills during an interview. 80% of students should be able to explain how his or her disability could affect employment.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 58% proficient, 33% satisfactory (91% overall)

Outcome #2: 42% proficient, 50% satisfactory (92% overall)

Outcome #3: 25% proficient, 67% satisfactory (92% overall)

Outcome #4: 42% proficient, 42% satisfactory (84% overall)

Overall the majority of students were able to meet the SLO’s for this course. Students often repeat this course and are therefore able to take their understanding, use of information and independence in completing tasks to a higher level with repetition and practice. Students need clearly defined assignments with step by step processes laid out and practice completing them during lab sessions.

Overall students exiting this course are better prepared to participate in job development, which was the main motive for development of this course. At this time no major revisions are necessary, however individual assignment specifics are altered on a semester basis depending on the ability level of students enrolled in the class.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** June 23, 2011
2. **Contact Person:** Juanita Candyce McKinley
3. **Department:** DSP&S
4. **Course Name and Number:** DS 252 JOB MAINTENANCE #75520
5. **Assessed Course SLO(s):**
6. Demonstrate appropriate communication skills with co-workers and supervisors.
7. Demonstrate the ability to analyze common workplace issues/situations, taking into consideration social and individual work implications.
8. Determine appropriate responses to common workplace issues/situations.
9. **Describe your assessment timeline, including a rationale for your decision:**

Course SLO’s are assessed throughout the course through the course through various worksheets, class discussions and exams. This allows the instructor to evaluate the student’s ability to consistently demonstrate the skills related to each SLO.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

* Worksheets # 1-7
* Mid-term Exam
* Final Exam

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

At least 80% of the students will be able to demonstrate appropriate communication skills with co-workers and supervisors. At least 70% of the students will be able to demonstrate the ability to analyze common workplace issues/situations, taking into consideration social and individual work. At least 80% of students will be able to determine appropriate responses to common workplace issues/situations.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 71% proficient, 29% satisfactory (100% overall)

Outcome #2: 57% proficient, 43% satisfactory (100% overall)

Outcome #3: 57% proficient, 43% satisfactory (100% overall)

100% of students were able to meet the SLO’s for this course. In general, students who take this course are very close to going to work or already working. This class had less variation in student ability levels than is typical, which is demonstrated in the higher percentages of SLO achievement. At this time no major revisions are necessary. Individual assignment specifics will be altered on a semester basis depending on the ability level of students enrolled in the class.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

N/A

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** February 2, 2012
2. **Contact Person:** Juanita Candyce McKinley
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 255 # 56553 Workability Experience (1-4 units)
5. **Assessed Course SLO(s):**
   1. Manage time effectively in a job setting.
   2. Follow directions/instructions given in a job setting
   3. Demonstrate the ability to present self appropriately in a given job setting.
6. **Describe your assessment timeline, including a rationale for your decision:**

Learning experiences are gained through work experience placements in which the students are placed into realistic employment situations, to gain hands-on experience in a vocational field/fields in which they are interested. Students develop learning objectives at the start of the semester. Progress is measured throughout the semester in face to face appointments with the student and work experience supervisor and through feedback received on the final evaluation form.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists.  Direct observation of performances,  structured practice or drills. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). Rubric and Checklists Attached.**

* 255 Work Contract
* Devser 255 Certification of Participation and Total Hours Worked
* 255 Supervisor Eval Form

1. **What is your expected level of achievement for measuring success?**

Students are evaluated by the instructor and the supervisor up to three times per semester. Feedback on the information gathered is provided to the student throughout the training period. Individual learning objectives are tailored to meet the individual student’s level of ability and understanding and work experience supervisors are familiarized with individual student needs in order to promote learning success. For these reasons the expected level of achievement is set fairly high.

80% of students should be able to manage time effectively in a job setting. 90% of students should be able to follow directions/instructions given in a job setting. 90% of students should be able to demonstrate the ability to present self appropriately in a given job setting.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 58.82% Proficient, 23.53% Satisfactory (82.35% overall)

Outcome #2: 58.82% Proficient, 23.53% Satisfactory (82.35% overall)

Outcome #3: 58.82% Proficient, 23.53% Satisfactory (82.35% overall)

While no major changes are necessary, this semester was the first semester of implementing individual learning objectives and active use of a course workbook. Handouts were also developed that addressed specific needs such as employment retention topics.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods

Develop new methods of evaluating student work.

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for change*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 30, 2012
2. **Contact Person:** Linda Reither
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 259
5. **Assessed Course SLO(s):** demonstrate the ability to make study cards from a study guide, identify strategies to facilitate successful completion of college courses, describe learning style and individual strengths.
6. **Describe your assessment timeline, including a rationale for your decision:**

Study cards will be modeled and checked throughout the semester, but cards for final exam will be used for assessment of SLO, final paper will be used to assess the other SLOs. Assessment of all SLOs at the end of the semester is appropriate because most of the students in the class have learning disabilities and it takes them 13-14 weeks to understand the concepts and apply them or write down what they have learned about themselves.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

100% of all students should be able to make note cards, 70% should be able to write what strategies will help them succeed, and 70% should be able to describe their learning style and their strengths.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Over the two semesters, 98% of the students met the SLO for study cards. 77% were able to write down strategies that would help them and 79% were able to describe their learning styles and individual strengths.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made in class instruction, revised methods were successful. Add homework assignment using Fast ForWord Literacy.

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.) Add the use of Fast ForWord Literacy as a homework assignment to improve listening comprehension, memory and attention to auditory information. The consistent amount of repetition needed by the students who take this class for auditory instructions demonstrates the need for this addition.

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Beginning fall semester 2012 I will add Fast ForWord Literacy as a homework assignment.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** February 10, 2012
2. **Contact Person:** Mike McKinley, MS
3. **Department:** Madera DSP&S
4. **Course Name and Number:** Developmental Services 262- Group Interaction #87710
5. **Assessed Course SLO(s): 1-3**
6. Demonstrate the ability to have positive interactions with other people.
7. Demonstrate awareness of personal boundaries.
8. Identify ways that non-verbal communication affects interactions with other people.
9. **Describe your assessment timeline, including a rationale for your decision:**

Assessment timeline occurred over the 9 week semester, to include: one Group project completed in the 1st 4 weeks followed by a Midterm exam. The 2nd Group project occurs during the last 5 weeks, and is followed by a Final exam. Additionally, a Journal is required from each student along with participation in various group exercises. Devser 262 Group Interaction Workbook is used daily and assignments are completed from the Workbook both in class, and in group.

**7) Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives. Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

**8) Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

**9) Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See attached. DS 262 Workbook is used extensively.

* 1st day questionnaire
* Mid-term
* Final Exam
* Anger Questionnaire
* Simple Depression Questionnaire
* Market Product Exercise
* Famous People Disabilities
* Supermarket Madness Exercise
* Write to your Legislator Project II
* Self-Esteem Test
* Team Building Project using Survival exercise
* Group Exercise, Critical Thinking using Jury deliberation format

**10) What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

80% of students will be able to demonstrate the ability to have positive interactions with other people. 80% of students will be able to demonstrate awareness of personal boundaries. 80% of students will be able to identify ways that non-verbal communication affects interactions with other people.

**11) Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: Proficient, 41.6 % Satisfactory 16.6% (58.2% overall)

Outcome #2: Proficient, 41.6 % Satisfactory 16.6% (58.2% overall)

Outcome #3: Proficient, 41.6% Satisfactory 25.0% (66.6 % overall)

Students gained knowledge in the development of individual self-understanding through group interaction by demonstrating the ability to have positive interactions with other people through course exercises and discussions. The course objectives enabled students to demonstrate awareness of personal boundaries via group interaction and role play of daily issues and problems encountered by other students, monitored by this instructor. Students were encouraged to identify ways that non-verbal communication affects interaction with others and were assessed by quizzes, group projects, and instructor and peer feedback. Students developed an understanding of the group process and the evaluation and use of effective communication. The SLO’s which did not meet the minimum level of achievement were outcome #1 & 2 and was off by 20% and outcome # 3,was off by the 13%. Given the significant variation of student educational levels, motivation, communication abilities and personal family issues in this class, we consider this as acceptably meeting the SLO.

**12) Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 20, 2011
2. **Contact Person:** Juanita Candyce McKinley, MA
3. **Department:** Reedley College DSP&S
4. **Course Name and Number:** Developmental Services- Group Interaction 262
5. **Assessed Course SLO(s):** Course # 55517
6. Demonstrate the ability to have positive interactions with other people.
7. Demonstrate awareness of personal boundaries.
8. Identify ways that non-verbal communication affects interactions with other people.
9. **Describe your assessment timeline, including a rationale for your decision:**

Assessment timeline occured over the semester, to include: one Group project completed in the 1st 3-4 weeks followed by a Midterm exam at 8 weeks. The 2nd Group project occurs during the last 15-18 weeks, and is followed by a Final exam. Additionally, a Journal is required from each student. DS 262 Group Interaction Workbook is used daily and assignments are completed from the Workbook both in class, in group, and as homework assignments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives. Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

**7) Institutional Outcome Alignment (cont.):**

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See attached. DS 262 Workbook is used extensively.

* 1st day questionnaire
* Mid-term
* Final Exam
* Anger Questionnaire
* Simple Depression Questionnaire
* Market Product Exercise
* Famous People Disabilities
* Supermarket Madness Exercise
* Write to your Project II
* Self-Esteem Test

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

80% of students will be able to demonstrate the ability to have positive interactions with other people. 80% of students will be able to demonstrate awareness of personal boundaries. 80% of students will be able to identify ways that non-verbal communication affects interactions with other people.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 14.3% Proficient, 78.6% Satisfactory (92.9% overall)

Outcome #2: 7.1% Proficient, 71.4% Satisfactory (78.5% overall)

Outcome #3: 14.3% Proficient, 71.4% Satisfactory (85.7% overall)

Students gained knowledge in the development of individual self-understanding through group interaction by demonstrating the ability to have positive interactions with other people through course exercises and discussions. The course objectives enabled students to demonstrate awareness of personal boundaries via group interaction and role play of daily issues and problems encountered by other students, monitored by this instructor. Students were encouraged to identify ways that non-verbal communication affects interaction with others and was assessed by quizzes, group projects, and instructor and peer feedback. Students developed an understanding of the group process and the evaluation and use of effective communication. The only SLO which did not meet the minimum level of achievement was outcome #2 and the % was only off by 1.5%. Given the low enrollment numbers in this class, we consider this as acceptably meeting the SLO. Several ideas for improvement are listed below, even though overall it seems that this course instruction is acceptably meeting the SLO goals.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Suggestions for improvement:

* When planning course flow, increase use of group work which would enable longer period of time to complete group projects to ensure increased student understanding and interaction within the group process.
* As journal entries are assigned, provide more specific instructor input on completing individual daily journal entries to enhance critical thinking as it relates to class contact and enhanced self awareness.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** March 16, 2015
2. **Contact Person:** Janelle Brasil
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 272
5. **Assessed Course SLO(s):** 1. Demonstrate the ability to use coins and currency to make a purchase. 2. Demonstrate the ability to complete an income and expenses worksheet. 3. State one purpose of a checking and a savings account. 4. Identify at least three ways to protect themselves from identity theft.
6. **Describe your assessment timeline, including a rationale for your decision:**

Students will be assessed using tests, quizzes or demonstration during the unit being studied so they do not confuse the concepts with other information.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

**70% of the students will meet the expectations of the SLO at a passing level.**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

70% of the students met the expectations of SLO # 1, 3, and 4, but none of the students passed SLO 2. This SLO was too difficult for students at this level. They were able to identify an income or expense item, and they could complete an income/expense worksheet if shown step by step what to do, but they could not integrate the concepts to apply them and independently complete a n income/expense worksheet even if given the items to include.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Revise the course outline to change the SLO to “Identify income and expense items”. The course will still include practice with filling out income/expense worksheets, but it will be guided practice, rather than expecting independent completion of the worksheet. Revise course outline Spring 2015.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** August 6, 2015
2. **Contact Person:** Janelle Brasil
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 273
5. **Assessed Course SLO(s**):

1) Compile a weekly “to do” list. 2) Allocate time for daily tasks in a schedule. 3) Schedule various types of appointments (i.e. medical, grooming, repairs, etc.). 4) State transportation plans for their weekly schedule. 5) Describe appropriate responses to household accidents and emergencies**.**

1. **Describe your assessment timeline, including a rationale for your decision:**

Students will be assessed using tests, quizzed or demonstrations during the unit being studied so they do not confuse the concepts with other information.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  Presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

70% of the students will meet the expectations of the SLO at passing level.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

70% of students met the expectations of all SLOs. No revisions needed at this time.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes to be made.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 23, 2011
2. **Contact Person:** Jerry Hentzler, Linda Reither & Samara Trimble
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 276 – Horticulture Skills II
5. **Assessed Course SLO(s):** 1-3
6. **Describe your assessment timeline, including a rationale for your decision:**

Course SLO’s are assessed throughout the course and are based on student demonstration of skills in each SLO. Course topics are taught in sequence as building blocks on previous topics. As the semester goes on, students are introduced to new plants, and required to transfer skills from previous learning experiences. By the end of the semester each student has had the opportunity to be assessed through demonstrated skills on multiple occasions.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

SLO 1: Assess plant quality and make recommendations regarding basic care needed to improve/maintain plant health.

* Station Based Quiz\*\*: Students are asked to:
  + Match the name of a given plant with each plant at a given station.
  + Identify healthy vs. unhealthy plants.
  + Identify what the plant needs to maintain health (cultural requirements).

\*\*Based on student level of functioning, quiz may be written or verbally.

SLO 2: Demonstrate the process of making a color bowl, from the selection and arrangement of plant materials to completion of the color bowl.

* Student Demonstration: Given a specific container and a selection of plant material, student is asked to arrange a color bowl following the given criteria:
  + Appropriate number of plants selection
  + Appropriate placement of plants
  + Appropriate construction (soil, planting technique)

SLO 3: Preparing items for retail sale including pricing, decorating and displaying.

* Student Demonstration: Given a selection of plants and a display site, student is asked to:
  + Select plants ready for sale.
  + Transfer plants from the greenhouse to sale area and arrange in a visually appealing way.
  + Identify which price should be assigned to a given plant.

1. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

Using the rubric above, each student was assessed on each SLO. If a student stopped attending class or had a significant number of absences which prevented appropriate assessment, they were assigned a 0. Students who were unable to complete any portion of a SLO were assigned a 1. Students who were able to complete less than 50% of a SLO were assigned a 2. Students who were able to complete 50% or more, but needed assistance at times were assigned a 3. Students who were able to follow verbal instruction and independently complete the SLO were assigned a 4.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The group of students who took this course during Spring 2011 represent the typical type of students who historically have participated in this course. These students most often have moderate to severe developmental or physical disabilities. The assessment procedures used to evaluate SLO’s are most appropriate for this course given the student population typically enrolled. At this time we do not feel that any revisions are necessary. This assessment does show how repetition of this course is a crucial component of students becoming proficient in the SLO’s. Given the student population there is a drastic difference between functioning and performance levels of the individual students. This creates a challenge both in instruction as well as assessment in order to meet the needs of each individual enrolled in the course.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Course outline was updated last during the Fall 2011 semester. No changes to the course outline are necessary. New or revised teaching methods to implement specifically targeting the students who are capable of higher level learning:

* Development and integration of more handouts for visual learners.
* Consider integrating a simple textbook.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 20, 2011
2. **Contact Person:** Lucy Painter
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 277-#55515
5. **Assessed Course SLO(s):** 1-4
6. Identify the basic parts/components of a computer (i.e. monitor, CPU, keyboard, mouse, hard drive, disk drive, USB plug).
7. Open and reply to emails.
8. Locate and open software/programs on the computer including: email, Microsoft Word, Microsoft Excel, Microsoft Powerpoint.
9. Identify adaptive hardware/software they benefit from using to increase their ability to effectively use computers.
10. **Describe your assessment timeline, including a rationale for your decision:**

Assessments are completed throughout the course of the semester through the use of tests/quizzes, demonstrations and assignments. SLO’s are evaluated in multiple ways in order to assess whether student has completely grasped and developed useable skills regarding each SLO.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See Attached.
2. **What is your expected level of achievement for measuring success?**

|  |  |
| --- | --- |
| **Assessment Rubric** | |
| **0** | Unable to assess student on this SLO |
| **1** | Met no aspects of the assessment |
| **2** | Met partial aspects of assessment - not passing |
| **3** | Met partial aspects of assessment - passing |
| **4** | Met all aspects of assessment proficiently |

85% of students should be able to identify the basic parts/components of a computer (i.e. monitor, CPU, keyboard, mouse, hard drive, disk drive, USB plug). 80% of students should be able to open and reply to emails. 80% of students should be able to locate and open software/programs on the computer including: email, Microsoft Word, Microsoft Excel, Microsoft Powerpoint. 70% of students should be able to identify adaptive hardware/software they benefit from using to increase their ability to effectively use computers.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Outcome #1: 75% proficient, 20% satisfactory (95% overall)

Outcome #2: 65% proficient, 35% satisfactory (100% overall)

Outcome #3: 55% proficient, 40% satisfactory (95% overall)

Outcome #4: 75% proficient, 20% satisfactory (95% overall)

Overall the majority of students were able to meet the SLO’s for this course. There were multiple students in this course section who had repeated the course before and therefore the assessment results are higher than would typically be anticipated.

Overall students exiting this course have the basic foundation knowledge necessary to utilize computers and computer programs to complete coursework in other classes as well as computer knowledge necessary to function in today’s electronic/computer based society.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

No changes needed at this time.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:** May 30, 2012
2. **Contact Person:** Linda Reither
3. **Department:** DSP&S
4. **Course Name and Number:** Devser 283
5. **Assessed Course SLO(s):** Use computer tools to create a map and/or outline as prewriting tool, write an in-class prargraph of at least 80 words using computer programs of their choice which includes: a topic sentence, six complete detail sentences, a conclusion sentence, appropriate academic language which does not include: e-mail or chat room abbreviations or slang, correct use of capitalization and periods, basic use of computer spell and grammar check functions.
6. **Describe your assessment timeline, including a rationale for your decision:**

Final in-class essay will be used to assess both SLOs giving students with disabilities the maximum time in the semester to master the skills.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

The final essay follows the same format that is practiced 10-12 times during the semester. Given the variety of levels in the class, 100% are expected to accomplish the SLO of creating a map, but only an 70% level of success is expected in completion of the paragraph with all elements.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Over the two semesters, 98% of the students were able to create the map/outline using Inspiration software, 83% of the students met the SLO for the paragraph specifications.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made instruction but will add homework.

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.) Add the use of Fast ForWord Literacy as a homework assignment to improve listening comprehension, memory and attention to auditory information. The consistent amount of repetition needed by the students who take this class for auditory instructions demonstrates the need for this addition.

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

### 

### Appendix B: Insert All Program/Degree/Certificate Assessment Reporting Forms Here

Instructional Program/Degree/Certificate SLO Assessment Report Form

1) Date: 5/20/15

2) Instructional Program: Developmental Services Life Skills Certificate – Community Emphasis

3) Assessed SLO(s): 1: Articulate awareness about their rights and responsibilities in being a contributing citizen within their community. 2) Demonstrate appropriate interaction skills in social settings. 3) Demonstrate awareness of their individual health and life management needs.

4) Which institutional outcome(s) are central to your program?

Communication Skills

☐ Interpret various types of written, visual, and verbal information.

☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

X Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

X Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

X Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

X Incorporate physical and emotional principles to make healthy lifestyle choices.

X Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

A. X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

B. X Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C**.** X Assignments based on checklists

D. X Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E. X Student self-assessments (e.g. reflective journals, surveys)

F. ☐ Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G. X Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐ Internal/External Data

I. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Each course within the Developmental Services Certificate utilizes individual rubrics. The individual course SLO assessments are based on the rubric measurements shown below. Each student is measured for each course SLO using this criteria.

|  |
| --- |
| **Course SLO Assessment Rubric Measurements** |
| 1. Met no aspects of the assessment |
| 2. Met partial aspects of assessment - not passing |
| 3. Met partial aspects of assessment - passing |
| 4. Met all aspects of assessment proficiently |

6) What is your expected level of achievement for measuring success?

The expectation is that at least 80% of students enrolled in an individual course are measured at a passing assessment score (3 or 4) for each course SLO. Students completing the courses required for the certificate would have met the learning outcomes for each individual course. The certificate learning outcomes were designed as broader perspective outcomes that are related to the individual course learning outcomes.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. X Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Students who completed the Community emphasis certificate have transitioned into involvement with community-based agencies that will meet their ongoing needs to be productive citizens. Some of these students may also have completed the Workability emphasis certificate and have transitioned into job search/employment. A few students who completed this certificate have transitioned successfully into general course offerings to further their academic education.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

The program has implemented a rotation of course offerings which should impact the number of students completing this certificate. DSP&S will continue to monitor throughout the next cycle and make changes according to the trends observed.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

C. ☐ Develop new methods of evaluating student work

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of class/activity

G. ☐ Revise the course sequence or prerequisites

H. ☐ Revise the course syllabus or outline (e.g., change in course topics)

I. ☐ Unable to determine what should be done

J. X Other: Continue to look for simplified, age appropriate, academic level appropriate curriculum resources.

Provide a brief description with a timeline for changes:

The search for curriculum resources will be ongoing.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. x with others in my program during department/division meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. x over email

D. x with colleagues from other campuses

E. x with my dean and/or colleagues in my division

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of adjuncts in this program” etc.): Click here to enter text.

Instructional Program/Degree/Certificate SLO Assessment Report Form

Please complete one form for each assessed program/degree/certificate.

1) Date: 5/20/2015

2) Instructional Program: Developmental Services Life Skills Certificate – Workability Emphasis

3) Assessed SLO(s): 1) Complete employment applications, cover letters and resumes specific to identified open positions they choose to apply for. 2) Demonstrate work readiness skills in time management, social interactions, attitude and personal presentation. 3) Actively participate in completing the necessary steps to obtain employment.

4) Which institutional outcome(s) are central to your program?

Communication Skills

☐ Interpret various types of written, visual, and verbal information.

☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

X Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

X Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

X Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

X Incorporate physical and emotional principles to make healthy lifestyle choices.

X Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

A. X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

B. X Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C**.** X Assignments based on checklists

D. X Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E. X Student self-assessments (e.g. reflective journals, surveys)

F. ☐ Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G. X Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐ Internal/External Data

I. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Each course within the Developmental Services Certificate utilizes individual rubrics. The individual course SLO assessments are based on the rubric measurements shown below. Each student is measured for each course SLO using this criteria.

|  |
| --- |
| **Course SLO Assessment Rubric Measurements** |
| 1. Met no aspects of the assessment |
| 2. Met partial aspects of assessment - not passing |
| 3. Met partial aspects of assessment - passing |
| 4. Met all aspects of assessment proficiently |

6) What is your expected level of achievement for measuring success?

The expectation is that at least 80% of students enrolled in an individual course are measured at a passing assessment score (3 or 4) for each course SLO. Students completing the courses required for the certificate would have met the learning outcomes for each individual course. The certificate learning outcomes were designed as broader perspective outcomes that are related to the individual course learning outcomes.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. X Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Students who completed the Workability emphasis certificate have transitioned into job search/employment. The majority of these students were participating in the Workability III program. This certificate provides students with pre-employment preparation which helps with supporting their success in obtaining and maintaining employment.

Some students may have completed the Community emphasis certificate as well. The majority of students who complete both certificates are far below college academic level and require significant support to develop the personal and professional skills necessary to enter the workforce.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

The program has implemented a rotation of course offerings which should impact the number of students completing this certificate. DSP&S will continue to monitor throughout the next cycle and make changes according to the trends observed.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

C. ☐ Develop new methods of evaluating student work

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of class/activity

G. ☐ Revise the course sequence or prerequisites

H. ☐ Revise the course syllabus or outline (e.g., change in course topics)

I. ☐ Unable to determine what should be done

J. X Other: Continue to look for simplified, age appropriate, academic level appropriate curriculum resources.

Provide a brief description with a timeline for changes:

The search for curriculum resources will be ongoing.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. x with others in my program during department/division meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. x over email

D. x with colleagues from other campuses

E. x with my dean and/or colleagues in my division

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of adjuncts in this program” etc.): Click here to enter text.

Non-Instruction Program SLO Assessment Report Form

Please complete one form for each assessed program.

1) Date: 5/18/15

2) Program: DSP&S

3) Assessed Program SLO(s): **Access:**  10% of Reedley College students will complete the disability verification process and access DSP&S Services as measured by the total number of students claimed on the DSP&S MIS report. **Accommodate:**  Students with verified disabilities will increase their utilization of alternate media, testing accommodations, mobility services, priority registration and interpreter service accommodations by 3% per year. **Advance:** 3% of verified DSP&S students receiving access, accommodation and advocacy services will complete their educational goals as measured by the number of certificate, degree and transfers.

4) Which institutional outcome(s) are central to your program?

Communication Skills

X Interpret various types of written, visual, and verbal information.

X Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

X Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

X Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

X Apply historical and contemporary issues and events to civic and social responsibility.

X Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

X Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

X Incorporate physical and emotional principles to make healthy lifestyle choices.

X Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

A. ☐ Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

B. X Self-assessments (e.g. reflective journals, surveys)

C. X Internal/External Data

D. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Annual assessment and report data collected for the program is listed on the RC Student Learning Outcomes and Assessment page for DSP&S on Blackboard:

<https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1699814_1>

During the cycle, assessments included student and faculty surveys, community partner surveys and internal data collection and review.

6) What is your expected level of achievement for measuring success?

Each program learning outcome identifies the expected measurement for success. The measurement is evaluated based on the cumulative data available related to each individual program student learning outcome.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. X Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

During the process of implementing student surveys it was discovered that students receiving DSP&S services do not comprehend the questions that are being asked of them on the surveys. Extreme answers on either end of the spectrum should be individually evaluated in order to discover errors based on misunderstanding.

We also learned that the college does not have an accurate method of tracking completers of the Developmental Services Certificates. In addition, the institutional researcher was unable to pull data for the program learning outcomes. The program relied heavily on alternate methods of data retrieval such as internal data, SARS reports, SCCCD institutional research reports and CCCCO institutional research data.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised resources or services (e.g., mode of communication, additional workshops, etc.)

C. ☐ Develop new methods of evaluating student learning

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of activity

G. ☐ Unable to determine what should be done

H. X Other: Continue to work with the college improve data tracking and data retrieval to improve consistency.

Provide a brief description with a timeline for changes:

This will be developed during the program review writing process as the program further evaluates what is needed.

10) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. X with others in my program during department meetings

B. X during on-campus workshops, duty day, flex, etc.

C. X over email

D. X with colleagues from other campuses

E. X with my manager

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of part-time employees in this program” etc.):

### Dean/Manager Program Review Sign-Off

After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Click here to enter text. Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary | ☐ | ☐ |
| Mission, Strategic Plan, and Ed Master Plan support | ☐ | ☐ |
| Previous goal status/outcome | ☐ | ☐ |
| Quantitative analysis in support of goals | ☐ | ☐ |
| Funding/budget summary | ☐ | ☐ |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | ☐ | ☐ |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | ☐ | ☐ |
| Goals | ☐ | ☐ |
| SLO timeline | ☐ | ☐ |
| Curriculum Revision timeline | ☐ | ☐ |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Reedley College Program Review Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary | One or more sections are incomplete | All sections are complete and accurate | All sections are complete and accurate with analysis which support’s program’s goals |
| Mission, Strategic Plan, and Ed Master Plan support | One or more sections are incomplete | All sections are complete and exhibit support | All sections are complete, supportive with analysis which supports program’s goals |
| Previous goal status/outcome | Incomplete | Completed | Completed with some degree of depth |
| Quantitative analysis in support of goals | Sections are incomplete or poorly executed | Sections are complete and data analyzed | Analysis of data supports the program’s goals |
| Funding/budget summary | Incomplete | Completed | Completed with some degree of depth |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program’s goals |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Sections are incomplete or poorly executed. | Program completed all sections with at least some degree of critical thought. | Program analyses sections in support of program’s goals. |
| Goals | Incomplete, including no page numbers | Complete, including page numbers | Complete, including page numbers |
| SLO timeline | Incomplete | Complete | Complete |
| Curriculum Revision timeline | Incomplete | Complete | Complete |

Program Review Committee Response To Programs’ Drafts

Program: DSP&S

Date: 2/5/16

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions/comments as you revise your final report.

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary |  | X | X |
| Mission, Strategic Plan, and Ed Master Plan support |  | X |  |
| Previous goal status/outcome |  | X |  |
| Quantitative analysis in support of goals |  |  | X |
| Funding/budget summary |  | X |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  | X |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations |  | X |  |
| Goals | X |  |  |
| SLO timeline |  | X |  |
| Curriculum Revision timeline |  | X |  |

**(OVER)**

Committee Comments

|  |  |
| --- | --- |
| Program Review Section | Comments |
| General information, including staffing summary | Clear and thorough report. Comprehensive. |
| Mission, Strategic Plan, and Ed Master Plan support |  |
| Previous goal status/outcome |  |
| Quantitative analysis in support of goals |  |
| Funding/budget summary |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Good comparative data.  Why an increase in test accommodations? |
| Goals | Have all needs been addressed? Add page numbers prior to final submission.  Estimated costs?  Exceptional report overall. |
| SLO timeline |  |
| Curriculum Revision timeline |  |

Your oral presentation will take place on: No oral presentation is requested.

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

### Program Review Substantiation Scoring Sheet

To be completed by the Program Review Committee members

Program: Click here to enter text.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |  |
| **Rating Scale** | **1**  **Unsubstantiated within the report** | **2**  **Minimally substantiated within the report** | | **3**  **Substantiated within the report** | | | | | **4**  **Well substantiated within the report** |  |
| **Goal** | | | **1** | | **2** | **3** | **4** | **Comments** | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| Click here to enter text. | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| **General Comments** | | | | | | | | | |  |
| Click here to enter text. | | | | | | | | | |  |

### Strategic Plan Annual Report

Due each May 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program/Department Name: Year \_\_ of 5:** | | | | |
| SPECIFIC  Activity/Project  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED | TIMELINE |
|  |  |  | ☐ |  |
|  |  |  | ☐ |  |

**PROGRAM REVIEW ANNUAL ACTION PLAN**

**DUE EACH SEPTEMBER 1**

(to be turned in with annual budget requests and prior to staffing prioritization request)

**PROGRAM:**

**DATE:**

0=Required for the function of the program

1=Would be additionally helpful in maintaining the program

2=Would enhance/grow program

3=Desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Curriculum/Pedagogical Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Facility Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Assessment Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Supply Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Technology Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Distance Education Goals  (curricular or student services) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Additional Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

### Program Review Annual Progress Report

Due each May 1

**PROGRAM:**

**DATE:**

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Curriculum/Pedagogical Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Facility Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Assessment Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Supply Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Technology Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Distance Education Goals  (curricular or student services) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Additional Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

**Additional Information:**

1. Provide any additional changes made to the program that were not a part of your program review report.

Click here to enter text.

2. List in detail any new program needs and a brief rational for this need.

Click here to enter text.

3. Summarize the progress your program has made this year on SLO assessment.

Click here to enter text.

4. Provide any additional information that your program would like to share.