

Student Services – 2021-2024 Disabled Student Programs and Services (DSPS)

Section 1: Program Information

A. Members: List all staff in your department or program.

Aguirre, Shellyn – DSPS Counselor/LD Specialist
Davis, Brandy – Interpreter Specialist
Floriano, Mahalakshmi (Laks) – Alternative Media Specialist
Hendrickson, Heather – Secretary
Hernandez, Michelle – DSPS Counselor/LD Specialist
Madrid, Michelle (Emmy) – DSPS Specialist
Quiroz, Ana – DSPS Director
Yee, Flora – DSPS Counselor/LD Specialist
Zavala, Robert – Adapted Testing Technician (50% paid by DSPS)

B. Organization Chart

- Director, Disabled Student Programs and Services (DSPS) (1 – 100%)
 - DSPS Counselor/LD Specialist (3 – 100%)
 - DSPS Adjunct Counselor (2 – 50%)
 - Alternative Media Specialist (1 – 100%)
 - Interpreter Specialist (1 – 75%)
 - DSPS Specialist (1 – 100%)
 - Secretary (1 – 100%)
 - Adapted Testing Technician (1 – 100%)
 - Student Aide (1- 1-19 hours)

C. Briefly describe your program, including program components and function.

The Disabled Student Programs and Services (DSPS) department is dedicated to facilitating equal access and full inclusion of students with disabilities into the community college environment. This is accomplished through the authorization of reasonable academic accommodations. An Academic Accommodation Plan (AAP) is developed for each student served in the program outlining approved accommodations to address each student's specific disability-related needs. DSPS provides services over and above those regularly offered by the college, including disability management counseling, learning disability assessment, educational assistance courses, reasonable accommodations, assistive technology training, liaising with instructors, and access to adaptive software and hardware in the High-Tech Center lab.

D. Describe how your program interacts or collaborates with other on- and off-campus programs.

Collaboration with Instructional Faculty

DSPS provides proactive student support, effective collaboration, and consultation with faculty through an equity lens to ensure the needs of students with disabilities are met. For students with complex disability-related functional limitations, collaborative discussions between DSPS personnel, the student, the instructor and at times the department dean are essential to effectively facilitate accommodations. The goal of these discussions is to yield positive outcomes for the students to access course curriculum in an equally effective manner as other students.

Collaboration with other College Programs

DSPS has long standing partnerships with EOPS and the Promise Program to assist students with maintaining access to resources through a DSPS reduced course load. A well-established partnership with the Testing Center also exists to support students with adapted testing accommodations, along with the Veterans Success Center to inform veterans about DSPS resources. Recently DSPS collaborated with the continuing education/non-credit department to develop a Life Skills Certificate for students with disabilities. Post-pandemic, DSPS collaborated with DEIA+, TeCS and other leaders on campus to bring greater institutional awareness to the need for physical and digital accessibility. More advocacy needs to be done in this area, but meaningful activities have been accomplished thus far. DSPS is excited to continue the partnership with DEIA+ to develop efficient processes to improve access, equity and inclusion for students with disabilities. Furthermore, DSPS is looking forward to collaborating with the new Rising Scholars program to promote accommodation resources to eligible formally incarcerated students, along with partnering with the new Adaptive Physical Education Coordinator to streamline course repeatability for eligible students. With dual enrollment expanding, DSPS would like to connect with the new Dual Enrollment director to ensure provisions for accommodations are integrated into the Memorandum of Understanding with partner high schools. Lastly, DSPS welcomes collaboration with TeCS and the financial aid department to identify DSPS students eligible for additional financial award per AB 1885, as well as assist the Wellness Center in promoting their neurodivergent support group.

Inreach and Outreach

DSPS has significantly increased its inreach and outreach efforts since 2019 with the hire of the DSPS Specialist. Annual inreach activities include DSPS participation in Welcome Night, Faculty Orientation, Flex Day, Automotive Open House, Veteran Success Center Orientation, COUN 161 class presentation, Welcome Day, College Information Night, Guardian Scholars Orientation, NextUp Celebration, Citrus College Transfer Fair, and Citrus College Grad Fest. Outreach activities include DSPS presentations at local high schools and community events including West Covina Unified School District, SGV Transition Fair, Frostig Transition Fair, Claremont High School, CSArts, Glendora Transition Program, Whitcombe/Glendora High School, San Dimas High School, and Azusa High School. Representatives of local high schools and community agencies are also invited to the annual DSPS advisory meeting to learn about DSPS updates.

E. How is your program funded?

DSPS is a categorical program funded by the state and the local district. Every year, the California Community College Chancellor's Office allocates funds to each DSPS program. The allocation includes a base amount of \$200,000, in addition to an amount for Deaf and Hard of Hearing expenses, a separate amount for Access to Print expenses, and an amount generated from the program's annual unduplicated headcount. The headcount allocation reflects the number of students served from two years prior to the current year. When DSPS expenses exceed the total allocation amount given by the Chancellors office, the local district is responsible for covering the additional costs incurred to support students with disabilities.

Section 2: Mission

A. Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

B. Provide your program's mission statement and purpose.

Mission Statement:

Disabled Student Programs and Services (DSPS) is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach their academic goals and participate in a full range of campus programs and activities.

Purpose:

DSPS serves as the college's system for providing equal access to academic courses for students with disabilities through the implementation of reasonable accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and its amendments, and Title 5 of the California Code of Regulations.

C. How does your mission statement and purpose align with Citrus College's mission?

The DSPS mission aligns with the college's mission by providing direct services for students with disabilities in their pursuit to complete degrees, transfer, certificates, career/technical education and basic skills proficiency. Through advocacy, academic accommodations, up-to-date accessible technology and specialized instruction, DSPS works to facilitate student success and an inclusive educational experience, consistent with federal and state laws.

Section 3: Student Experience

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

The SSPR survey was distributed to 689 DSPS students. A total of 35 students participated in the survey. The collection of response data spanned from September 24 to October 8, 2024, resulting in a survey response rate of 5%. Although the sample size is small, the information gathered reveals that students with disabilities overall are satisfied with the services offered through DSPS.

Of the 35 respondents, the majority at 89% used DSPS services in the past year, with 83% identified as continuing students, and 6% identified as new students. Of those who were continuing students, 83% strongly agreed or agreed that the hours of service met their needs, while 83% also strongly agreed or agreed that services were provided in a timely manner. Most students at 97% strongly agreed or agreed that the DSPS staff were polite and welcoming, along with helpful at 94%. Furthermore, the Accommodation Orientation appointments where students learn about program policies to access accommodations seems to be an effective intervention as 93% of students reported to either strongly agree or agree that they understand the program's processes and procedures. Most agreed or strongly agreed that they were provided adequate resources and information about DSPS at 86%, the staff in DSPS were knowledgeable at 90%, and students reported an overall satisfaction with DSPS at 87%.

Thirty-one DSPS service users were eligible to answer the following open-ended question: "What services provided by the DSPS program have been most helpful to you?"

A few themes that emerged include:

- **Assistive Technology:** Many students highlighted the usefulness of technology such as the smart pen, the smart pen notebook, and audio recording.
- **Accommodations:** Accommodations such as the reduced course load, extra time on exams, and priority registration were frequently mentioned by students.
- **Study Support:** Students appreciated the availability of the computer room for study, assistance with scheduling appointments, and guidance in course selection.

It is reassuring to know that students are receiving the support that they need with comments like "Continue being amazing" and "Continue to stick around! We need this program." Overall DSPS prides itself on providing quality support for students, but there is always room to improve. DSPS will continue to notify students by phone and email as soon as possible when appointments need to be rescheduled due to staff absences. DSPS will also continue to provide liaison support as needed to ensure instructional faculty are providing students with reasonable accommodations approved on the Academic Accommodation Plan. DSPS will explore other activities to increase campus awareness of DSPS accommodations.

B. Compare these survey results with results from previous program review.

This is the first time the survey was administered to DSPS students. The results of this survey will be compared with the results in the next comprehensive program review.

Section 4: Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc.

Data over the years continues to reflect that most students served by DSPS are ethnically Hispanic/Latino. In fall 2023, Hispanic/Latino students made up 58% of the DSPS population. This is expected given that Citrus College is a Hispanic Serving Institution (HSI) totaling 65% of Hispanic/Latino students. Also, per the Fall 2023 data, most students served by DSPS are in the 19 or less age range. This finding aligns with campus wide age-related findings. However, it does not align with prior years where more students served in DSPS were in the 20 to 24 age range. The change in younger age demographics could be the result of the college's increased outreach efforts including Early Decision and expanding the dual enrollment program. Commensurate with college wide data, DSPS has consistently seen a slight increase in female enrollment compared to males. However, in Fall 2023 there was a slight increase in male enrollment over females, which has not happened since the 2014-2015 academic year.

DSPS has experienced a steady increase in fall-to-fall enrollment from 2021-2023. There was a 23% enrollment increase from fall 2021 to fall 2023. This data parallels the 23% increase in unduplicated headcount from 657 in 2020-2021 to 812 in 2022-2023. The retention rate has also increased from 90% to 92%. The success rate remains relatively consistent at 73% in fall 2023 compared to 75% in fall 2021 and 74% in fall 2022.

B. Based on your analysis, what is the future plan for your program?

Consider the following questions in consultation with the Office of Institutional Research, Planning & Effectiveness:

- i. How many students are served in your program?*
- ii. How do your students compare to the overall student population at Citrus College?*
- iii. Include other qualitative or quantitative information about your population.*

In addition to the 23% enrollment growth, the DSPS department has experienced a 44% increase in service contacts since the 2020-2021 academic year, generating more demand for appointments and implementation of accommodations for in person and online learning. With service counts or headcount increasing, such growth cannot be sustained without additional personnel. Keeping the status quo without augmenting staff to account for the increase will jeopardize the program's capacity to serve students in a timely manner. Timely access to accommodations is required under the Americans with Disabilities Act (ADA). Further details regarding program goals that reflect the need for additional personnel are located in Section 6 and 7 of this report.

C. PLO/SLO Assessment: Describe how your program has assessed program learning outcomes and student learning outcomes over the last three years and what you found from these assessments. Attach any relevant reports or other evidence to substantiate your narrative analysis. Include reflections and recommendations based on your analysis of the findings.

Program SLOs were assessed by distributing a survey to continuing DSPS students each spring semester. Per Section 56000 of the DSPS Title 5 guidelines, "any academic adjustments, auxiliary aids, services and/or instruction funded, in whole or in part, under the authority of this subchapter must: (d) promote the maximum independence and integration of students with disabilities". In the spirit of this requirement, DSPS is dedicated to empowering and encouraging students to develop the fundamental life skill of self-advocacy. Not only will self-advocacy foster independence, but it will promote self-growth, improve academic success outcomes and will help students reach their full potential. To address self-advocacy skill building, DSPS has established two Student Learning Outcomes:

1. The student will advocate for self by successfully requesting accommodations through documented written and/or oral communication with the instructor to ensure access to learning.
2. The student will identify an educational limitation and one strategy to address it to mitigate academic challenges to create success in the college environment.

Assessment Results/Analysis

The sample size of students who completed the SLO survey were as follows: 66 in 20/21, 45 in 21/22, and 44 in 23/24. Data shows that the highest enrollment rate in this sample size occurs in fall semester, followed by spring semester, then winter term, and lastly summer term. Of the students enrolled in any given term, 100% stated that they used or intend to use their DSPS accommodations in their courses for the 20/21 and 21/22 academic year, while 95% stated that they used or intend to use their DSPS accommodations in their courses for the 22/23 academic year. Results suggest that students are advocating for themselves by presenting their DSPS Academic Accommodation Plan to their instructors and are actively utilizing their accommodations. The top five accommodations used by students who completed the SLO survey are test accommodations (i.e., extended time on exams/quizzes), priority registration, audio recording class lecture, breaks during class, and use of Smart Pens. The least used accommodations include materials converted to Braille, ASL interpreting services, Assistive Listening Device (i.e., phonic ear), large print materials, and real time captioning. This makes sense given that these

accommodations are tied to functional limitations with hearing and vision; the deaf/hard of hearing along with blind/low vision students make up a smaller portion of the total DSPS population at Citrus College. Moreover, in 21/22 (89%) and 22/23 (95%) of students either strongly agreed or agreed that they were able to identify how their disability affects their learning, and 91% and 86% respectively reported that they could identify at least one strategy to help mitigate their disability related challenges. This SLO was not assessed in the 20/21 academic year.

Two themes stood out from the feedback students left in the survey: 1) Students value their accommodation, and 2) Students appreciate the support provided by DSPS. The testimonies below demonstrate how important the role DSPS plays in student equity, access, inclusion, and success. As part of the first theme students expressed gratitude for the support received in DSPS.

Reflection or Recommendations based on the results

To address the concerns mentioned above, DSPS will continue discussions with the continuing education/non-credit department about the possibility of expanding course offerings that emphasize key skills contributing to persistence and graduation. Discussions will also continue in the DEIA+ committee and the accessibility task force regarding making science and math courses more accessible. DSPS has also developed policies to address requests that may require more tailored and unique accommodations for students who meet eligibility criteria.

Overall, the results over the last three years indicate that most students who complete the survey are successfully meeting the DSPS student learning outcomes. Interventions provided during DSPS counseling appointments, such as having discussions about self-advocacy, disability management, and educating students on how to access their accommodations are making a positive impact on student success. DSPS will continue facilitating these interventions moving forward.

D. Document accomplishments and/or improvements since your last program review.

DSPS has created a welcoming, inclusive, accessible, and professional atmosphere where students with disabilities receive support services, educational accommodations, and specialized instruction. With the steady increase in student headcount each year, DSPS has not compromised its quality service and timely access to accommodations. The increase in headcount could be partially influenced by the increase in outreach and inreach efforts to promote the program as noted in section 1D of this report. Other completed activities to support the provision of accommodations for students with disabilities included the hire of a third full-time DSPS Counselor/LD Specialist and the acquisition of several assistive technology devices outlined in the previous comprehensive program review. The purchase of annual subscriptions for the AIM software, JAWS, Zoomtext, Kurzweil 3000, and Otter.ai were complete. Additional equipment including smartpens, smartpen notebooks, tablets, and laptops were also purchased for student use. DSPS also created a program to monitor students utilizing the High Tech Center lab by having a device where students may check-in before entering the lab.

Furthermore, DSPS in partnership with the English division advocated for the hire of an Adaptive Testing Technician to replace the individual who retired, expanding the position from an 80% to a 100% employee. With positive feedback from the college, DSPS continued to generate its newsletter, *KnOWLedge is Power*, a tool designed to spread awareness of the needs of people with disabilities. DSPS continuously dedicated time to ensure its policies and procedures were updated to reflect revised workflows and best practices in the disability field. Student files are audited annually, and DSPS is proud to keep its long history of

maintaining required documents and files organized to satisfy state mandates. Additionally, the continuing education/non-credit department in collaboration with DSPS created a Life Skills Certificate designed for individuals with disabilities that includes two new non-credit Educational Assistance Classes, NC 504 Social Skills for Success and NC 505 Skills for Career Success.

Spreading institutional awareness regarding accessibility compliance was at the forefront of the DSPS program over the last three years considering the increase in online courses and college business interfacing with students more and more online Advocacy work resulted in several positive outcomes including the following recommendations:

- The math division use Equatlo and MathType to make online math courses more accessible
- The college purchased Equidox to assist all employees with making PDF documents accessible
- Pope Tech and Blackboard Ally were integrated in the Canvas LMS
- The Professional Learning department hosted an accessibility discussion on Flex Day and facilitated accessibility workshops to increase training opportunities in accessibility formatting
- The Accessibility Taskforce under the DEIA+ Committee was established to assess systemic gaps in accessibility for the eventual development of an institutional accessibility plan.

Lastly, in the past two years, DSPS purchased custom graduation cords and pins to recognize DSPS students who participated in commencement. Graduation decorations filled the front office lobby to enhance the festive atmosphere for the graduates. The activity has been well attended, prompting the department to coordinate a formal DSPS Recognition Ceremony beginning June 2024 where DSPS students and their families can be recognized for their perseverance and hard work in completing their degrees or certificates.

E. Document program challenges/obstacles since your last program review.

Compared to other support programs available at the college, DSPS is unique in that it must fulfill federal and state compliance requirements for equal access to learning. To continue adequately meeting legal obligations over the long term, DSPS needs to scale up staffing resources. More details regarding the personnel needs of the program are located in the budget planning section of this report.

In 2018, the Adapted Physical Education (APE) Coordinator retired. The absence of the position did not affect DSPS students during the pandemic, however upon the return to the college, there was a gap in creating an efficient way to onboard students who need APE repeatability. DSPS established a process but is looking forward to refining the process with the new APE Coordinator who was recently hired in summer 2024. The goal is to establish an optimal onboarding and repeatability process that will meet the specialized needs of APE students.

While DSPS advocacy for institutional responsibility has made progress in the last few years regarding accessibility compliance, more work needs to be done to bring greater awareness and training to faculty when designing course curriculum. DSPS will continue to advocate for an Accessibility Specialist who can provide guidance and support at the institutional level, along with continued education to distinguish the role and responsibilities under DSPS purview and those of other individuals/departments on campus.

Circumstances surrounding the timing of the AIM software purchase produced delays in the full implementation plan. The pandemic and the residual effects of the pandemic generated significant accessibility concerns for students with disabilities. There was a higher priority to address the urgent cases generated from the lack of online accessibility which occupied staff time and led to greater effort and time to champion accessibility on an institutional level. With more support now established for campus accessibility, DSPS is in a much better place to refocus its attention on fully implementing a centralized case management system. More details about this goal can be found in the following section of this report (i.e., Section 4F).

F. Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

1. Utilize technology to provide access to services electronically while serving students remotely and on campus

In Progress – The DSPS department has made significant progress to promote environmentally sustainable practices with the transition of operating for decades with paper files to operating digitally since 2020. Over the last three years, DSPS completely redesigned all of its office operations to a digital format including its filing system, data tracking, workflows, and forms. The next phase of this goal was to migrate over 1,200 digital student files to a system called AIM and begin using the system as the central hub for records management. However, this phase was more challenging than anticipated for several reasons, 1) Once access to the software program became available, AIM did not have an existing template to work off of. All of its features needed to be customized to the needs of the DSPS program, which was a time-consuming process to create the workflows. Several of the workflows have been created but others still require attention, including the Academic Accommodation Plan, 2) AIM required the accommodations noted in each student's Academic Accommodation Plan to be coded in a specific way for the data to accurately transfer into the program. DSPS was not aware of AIM's format requirement prior to purchase which delayed the migration of files. DSPS completed the request to standardize the language used to identify each accommodation in the AIM system, and the alternative media specialist assisted with identifying a solution to extract the data needed in the Academic Accommodation Plan for the coding request. However, this process is extremely time consuming and requires dedicated staff and time to complete, and 3) AIM was purchased when the pandemic was still impacting our society. The pandemic and the residual effects of the pandemic generated significant accessibility concerns for students with disabilities. It was a higher priority to address the urgent cases that emerged since the lack of accessibility was having a direct and immediate negative impact on students enrolled in online courses. The volume of cases that needed prompt attention consumed staff time and led to greater effort and time to champion accessibility on an institutional level, consequently putting AIM integration on the back burner. Fortunately, positive outcomes resulted from accessibility advocacy including greater accessibility awareness and the formation of the Accessibility Task Force under the DEIA committee. With these supports in place, DSPS is in a much better place to refocus its attention on completing the final phase of this goal by fully implementing a centralized case management system. This goal will carry over to the program's new goals in Section 6 of this report.

2. Increase the ability to provide timely and up-to-date educational accommodations for students with disabilities throughout the year.

In Progress – Because mandated accommodations must be provided to students in a timely manner, it is essential for DSPS to have adequate personnel to keep up with the demand for accommodations. DSPS successfully maintained the hire of adjunct counselors to supplement the demand for appointments. The program's objective is to continue maintaining the hire of adjuncts to ensure office operations work efficiently particularly in the winter and summer terms when full-time counselors are off contract. Moreover, after two years of advocacy, DSPS was successful in securing a third full-time tenure track DSPS Counselor/LD Specialist. The hire will assist the program by offering additional counseling availability to process accommodation requests. Additionally, after two years of advocacy for a DSPS Assistant (49%), the job description was approved by Cabinet, CSEA, and the Board of Trustees. While the DSPS budget has carryover funds to cover the salary and benefits, the current DSPS annual allocation alone cannot support the position's cost. This position is on hold until an alternative funding source is identified. DSPS will continue to advocate for this position as having a DSPS Assistant is important to ensure timely access to the scribe accommodation. This goal will carry over to the program's new goals in Section 6 of this report.

3. Improve and reorganize the DSPS website to ensure that the website is optimized for the best possible user experience.

Complete – Since 2020, information on the DSPS website has been reorganized and updated. Greater detail regarding onboarding reflects the changes in procedures now that documents are processed electronically. Inquiries were made by DSPS to change how information is presented on the website, but restrictions exist with the current website program. With the existing website contract ending soon, the department is looking forward to learning which new program the college selects that can offer a more dynamic way to engage with the information presented on the website.

4. Embrace innovative strategies to support the Guided Pathways initiative.

Complete – To ensure the that needs of students with disabilities were considered when designing support services in the CAPS, members of the DSPS team participated in Guided Pathways discussions, including the DSPS director co-leading the Exercise and Health Sciences CAP, the interpreter specialist joining the Social and Behavioral Studies CAP, and a DSPS counselor becoming a member of a Guided Pathways design team. In terms of some of the activities linked to this goal, DSPS did not create a summer bridge program due to low enrollment in credit EAC courses. It did however partner with the Continuing Education/Non-Credit department to develop two free EAC courses to support college readiness development: NC 504 and NC 505. Moreover, updated policies were reflected in the Accommodation Orientation to provide the most current information for students to effectively access their accommodations. DSPS also participated in the Student Services Open House event on Flex Day where several faculty members had the opportunity to view the DSPS department and learn about resources available for students.

5. DSPS faculty and staff will engage in professional development opportunities relevant to the DSPS population.

Complete – For the last three years, members of the DSPS team attended the California Association for Postsecondary Education (CAPED) annual conference, Chancellor’s Office webinars on DSPS relevant topics, and UCLA Tarjan Center webinars. A range of topics were included in the training including, Legal Year in Review, how to support neurodivergent students, impacts of AB1705 on DSPS students, ADA compliance requirements, and case studies on how to address complex accommodation requests. The DSPS director and counselors will continue attending annual professional development opportunities to ensure the most up to date best practices in the disability field are implemented at Citrus College.

6. Reconfigure the High Tech Center Lab to ensure the layout maximizes the space for an optimal study area for students.

Complete – When the campus reopened in winter 2021, DSPS personnel went through all equipment inventory that was stored in the lab as this had not been done in several years. Outdated or broken technology was purged and working inventory was reorganized in the storage cabinets and moved to a better location in the lab to optimize space. While limitations existed with the overall layout of the computer stations due to the location of electrical outlets, the purging of outdated equipment helped to declutter and provide a more open space in the lab. All desktop computers received software updates for assistive technology, a few high-speed scanners were installed, and shelves were added to some of the computer stations for added storage.

Section 5: Ensuring Equity and a Commitment to DEIA+ in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

DSPS provides educational accommodations to all students with verifiable disabilities who choose to apply and voluntarily participate in the program. Students from diverse backgrounds are served in DSPS including military veterans, former foster youth, LGBTQ+ students, individuals with a history of receiving special education services in primary and secondary school, older adults, and first-generation students. A wide range of disabilities are served under DSPS, including Learning Disabilities, Mental Health, Autism Spectrum Disorder, ADHD, Deaf and Hard of Hearing, Blind and Low Vision, Physical disabilities and other medical conditions. Activities and services provided by DSPS include: authorizing adapted testing accommodations, facilitating in class academic accommodations, offering Educational Assistance Classes, administering learning disability assessment, providing disability management counseling, offering assistive technology training, providing access to adapted hardware and software, liaising with instructors, and advocating for the needs of students with disabilities at the institutional level. Such support services are essential components of the DEIA+ mission to ensure equity and empowers students with disabilities to realize their educational potential in mainstream academic programs offered by the college.

B. How do you serve students regardless of service location or delivery method?

The campus closure during the pandemic in 2019 accelerated the program’s effort to operate in a digital way by migrating its paper-based student files into an electronic format. The shift to access information

electronically has allowed greater flexibility for staff to serve students in various modalities. Students have the option of meeting with a counselor in person, over the phone or through video conference. Various modalities in service delivery generate more flexibility and easier access for students to receive what they need.

Section 6: New Program Goals

List 2-4 program goals you wish to accomplish during the next three years. Please connect each goal to at least one campus initiative/plan (Strategic Plan, EFMP, SEAP 2.0, Guided Pathways, Technology Plan, Sustainability Plan, Transfer Plan, Other: _____).

1. Increase the ability to provide timely academic accommodations for students with disabilities throughout the year.

Strategic Plan Focus Area:

- 5.1 Provide an equitable student support service environment that is proactive and responsive to student needs and perspectives
- 9.5 Increase efforts to reduce equity gaps among disproportionately impacted groups

2. Streamline services and data collection with the full implementation of a centralized case management system.

Strategic Plan Focus Area:

- 8.1 Improve student success through the effective use of technology in teaching and learning
- 8.2 Provide a robust, secure and accessible technology infrastructure to streamline and improve college processes, and provide data resources relevant to institutional decision-making.

EFMP: “DSPS advocates for technology to automate services, such as requests for accommodations, to provide more efficient and timely services to students. Transitioning to a centralized data management system will not only create a paperless method for students to access accommodations but will substantially help the program to work more efficiently to meet the needs of students.” page 534

3. Create and disseminate a student and faculty handbook that provides the most up-to-date information on DSPS policies and procedures regarding how to access accommodations.

Strategic Plan Focus Area:

- 5.2 Promote access and awareness of student support services to increase student participation
- 9.3 Engage the college community in professional development activities to increase awareness of diversity, equity, and inclusion

- 9.4 Increase student awareness of diversity, equity and inclusion through curriculum and student-centered activities

4. Advocate for the needs of students with disabilities by having DSPS representation on the Accessibility Taskforce under the DEIA+ committee who will assess the college's work and progress with accessibility efforts through the lens of the Chancellor's Office Accessibility, Capability and Maturity Model (ACMM), with a larger goal of building and communicating an institutional accessibility plan over the next few years.

Strategic Plan Focus Area:

- 9.3 Engage the college community in professional development activities to increase awareness of diversity, equity, and inclusion
- 9.5 Increase efforts to reduce equity gaps among disproportionately impacted groups of students

5. Collaborate with the department of Continuing Education/Non-credit and other stakeholders on campus to move the credit DSPS Educational Assistance Courses (EAC) to a non-credit model.

Strategic Plan Focus Area:

- 1.2 Increase participation of incoming students in activities designed to facilitate their transition to the collegiate environment
- 1.3 Increase noncredit course offerings that prepare students for credit courses

6. As new programs emerge in the disability field, DSPS will stay up to date with the latest innovative technology available on the market to ensure optimal support is provided to students with disabilities at Citrus College.

Strategic Plan Focus Area:

- 5.3 Identify student success barriers, assess student perspectives and implement student-centered strategies to overcome challenges
- 8.1 Improve student success through the effective use of technology in teaching and learning

EFMP: "Over the years, the advancement in assistive technology has made significant headway. It is projected that staff in DSPS, such as the alternative media specialist and DSPS instructional faculty, will need continuous professional development opportunities to stay current with the latest assistive technology tools available on the market to assist students with disabilities in the learning environment." page 534

Section 7: Budget Planning

Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals for your department. Ideally, this will inform your resource requests in the annual updates for each of the next three years.

Goal: Increase the ability to provide timely academic accommodations for students with disabilities throughout the year.

Staffing:

The department will continue to assess and evaluate program needs, alongside the consideration of additional personnel, to ensure that academic accommodations are consistently provided in a timely and efficient manner as enrollment to DSPS expands.

1. DSPS Assistant (49%)

- DSPS is seeking the hire of a DSPS Assistant to continue consistent and timely responses to scribe accommodations as the demand continues to increase. This position would allow the opportunity for more consistency with coverage and reduce the need for professional experts.

2. Administrative Clerk II (75%)

- To enhance department operations, DSPS will explore the option to having an Administrative Clerk II whose focus will be to 1) serve as the primary support for front office coverage when the DSPS secretary is away from the office, 2) improve quality control of student digital files for audit purposes, 3) provide support with data entry and file management control within the centralized case management system.

3. Adjunct Counselors (2)

- Maintain the hire of two adjunct counselors year-round with increased work hours during summer and winter terms to maintain processing accommodations in a timely manner. The adjunct counselors also have an integral role in teaching Educational Assistance Courses.

4. Increase Interpreter hourly pay

- DSPS will continue to advocate for adjusting the pay scale of hourly interpreters to preserve the interpreter pool at the college. It is recommended that Citrus College either match the rate of their neighboring college or offer a slightly higher rate to have the competitive edge to hire and retain interpreters.

5. Restructure existing DSPS positions

- Reclassify the DSPS Secretary to an Administrative Secretary 1. As noted in the previous comprehensive program review, the needs of the program have evolved significantly since the original request for a secretary was established several decades ago. The job description of Administrative Secretary 1 more accurately reflects the complex nature of processing department workflows and is distinctly different to the job description of a secretary.
- Reclassify the interpreter specialist to interpreter/DSPS specialist. To increase efficiency and mitigate limited resources, reclassification will broaden the scope of support beyond deaf and hard of hearing (DHH) students to other duties that can serve the broader DSPS population. As noted in the previous comprehensive program review, this is especially

important for the college during semester or terms when there is minimal to no DHH student enrollment.

Facilities:

1. Adaptive Furniture in classrooms (chairs and standing tables)

- As the college continues to work toward creating a more accessible environment, it is important to incorporate adaptive chairs and tables as standard resources in classrooms. DSPS will engage with the Accessibility Taskforce to discuss this need and advocate for the development of an institutional process to ensure these resources are more readily available for students with disabilities through the lens of universal design.

Professional Development:

1. Conferences and Webinars

- DSPS staff will attend disability related conferences and webinars to remain current with disability laws, trends, and assistive technology available for students in post-secondary education
 - AHEAD annual membership
 - AHEAD conference if in Southern California
 - CAPED conference
 - Chancellor Office webinars
 - CSUN Assistive Technology Conference
 - Accessibility Center webinars
 - TERP Academy

Miscellaneous:

1. Marketing Materials

- To enhance DSPS outreach activities, marketing materials will be purchased to promote the DSPS department.

2. Materials for program events

- DSPS will establish an annual Recognition Ceremony to foster community engagement and honor the achievements made by DSPS students who complete their educational goals. The program will purchase graduation cords, graduation pins, decor, and food. Additional materials may be needed should DSPS facilitate other program events in the future.

3. Office Supplies

- DSPS will continue to purchase office supplies as needed from Amazon and Office Depot.

Goal: Streamline services and data collection with the full implementation of a centralized case management system.

Technology:

1. Accessible Information Management (AIM) or other software program deemed similar

- Continue the annual subscription of a cloud-based centralized case management system specifically designed for disability services.

Goal: As new programs emerge in the disability field, DSPS will stay up to date with the latest innovative technology available on the market to ensure optimal support is provided to students with disabilities at Citrus College.

Technology/Equipment:

1. Tactile Braille Embosser
 - The purchase of the equipment will support the DSPS responsibility to provide an alternative braille format of course materials as an accommodation should a blind student make a request.
2. FUSION (Jaws/Zoomtext)
 - Annual subscription of FUSION will support the DSPS responsibility to offer assistive technology options to blind and low vision students. The software will be installed on the desktop computers in the DSPS lab and DSPS student laptops. The subscription is campuswide and is also available to faculty.
3. Kurzweil 3000
 - Annual subscription of Kurzweil 3000 will support students with functional limitations in reading comprehension and is a complimentary support program for students who have e-text as an accommodation.
4. Otter.ai
 - Annual subscription of otter.ai will support the DSPS responsibility to provide an accommodation for notes assistance.
5. Other technology
 - DSPS may need additional technology and/or equipment as needed with the advancement of new technology.

Section 8: Program Review Involvement

List the names of faculty and staff who participated in the review process.

Shellyn Aguirre, Brandy Davis, Heather Hendrickson, Michelle Hernandez, Laks Floriano, Emmy Madrid, Ana Quiroz, and Flora Yee.

Describe the involvement of faculty and staff in the program review process.

Past program goals, future program goals, and resource requests were discussed in team meetings. Additionally, DSPS Counselor/Learning Disabilities Specialist, Mrs. Michelle Hernandez completed this comprehensive program review report since she served as the DSPS Director from 2020 -2024. The new DSPS Director, Dr. Ana Quiroz started in her position on October 1, 2024 and will provide leadership to execute the new Program Goals and Resource Requests outlined in this report.

APPENDIX A

2024 DSPS Survey: Descriptive Analysis

Office of Institutional Research, Planning and Effectiveness
October 2024

Section 1 Background

The DSPS survey was distributed to 689 students. A total of 35 students participated in the survey. The collection of response data spanned from September 24 to October 8, 2024, resulting in a survey response rate of 5%.

The table below displays the number of DSPS service users and non-users, disaggregated by student type.

Have you used any of the following services provided by the DSPS program at Citrus College within the past year?	Count	Percent
Yes	31	89%
I'm a new student	2	6%
I'm a continuing student	29	83%
Other	0	0%
No	4	11%
I'm a new student	3	9%
I'm a continuing student	1	3%
Other	0	0%
Total	35	100%

The ensuing sections of the report present tables and graphs showcasing outcomes derived from the DSPS survey.

Section 2 Scale Questions

This section displays results for the Strongly agree – Strongly disagree scale questions where students rated aspects of the DSPS program on their experiences.

- The 31 DSPS service users were eligible to answer the scale questions

Q1. The hours of service met my needs.

Answer Choices	Responses	
Strongly agree	48%	15
Agree	35%	11
Neutral	13%	4
Disagree	3%	1*
Strongly disagree	0%	0
Not applicable / I don't know	0%	0
	Answered	31
	Skipped	

*Note: The same student has chosen the Disagree/Strongly disagree option for multiple questions throughout the survey. Instances where this student's responses contribute to the count in the respective category will be denoted by the symbol * in the ensuing report.

Q2. The DSPS program provided services to me in a timely manner.

Answer Choices	Responses	
Strongly agree	53%	16
Agree	30%	9
Neutral	13%	4
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	3%	1
	Answered	30
	Skipped	1

Q3. I was provided with an adequate amount of resources and information about the DSPS program.

Answer Choices	Responses	
Strongly agree	55%	16
Agree	31%	9
Neutral	10%	3
Disagree	3%	1*
Strongly disagree	0%	0
Not applicable / I don't know	0%	0
	Answered	29
	Skipped	2

Q4. I understand the DSPS program's processes and procedures.

Answer Choices	Responses	
Strongly agree	41%	12
Agree	52%	15
Neutral	7%	2
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	0%	0
	Answered	29
	Skipped	2

Q5. The staff in the DSPS program were polite and welcoming.

Answer Choices	Responses	
Strongly agree	66%	19
Agree	31%	9
Neutral	3%	1
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	0%	0
	Answered	29
	Skipped	2

Q6. The staff in the DSPS program were helpful.

Answer Choices	Responses	
Strongly agree	66%	19
Agree	28%	8
Neutral	3%	1
Disagree	3%	1*
Strongly disagree	0%	0
Not applicable / I don't know	0%	0
	Answered	29
	Skipped	2

Q7. The staff in the DSPS program were knowledgeable.

Answer Choices	Responses	
Strongly agree	59%	17
Agree	31%	9
Neutral	3%	1
Disagree	0%	0
Strongly disagree	3%	1*
Not applicable / I don't know	3%	1
	Answered	29
	Skipped	2

Q8. I was satisfied with the services provided by the DSPS program.

Answer Choices	Responses	
Strongly agree	59%	17
Agree	28%	8
Neutral	10%	3
Disagree	0%	0
Strongly disagree	3%	1*
Not applicable / I don't know	0%	0
	Answered	29
	Skipped	2

Section 3 Open-Ended Questions

Q9. What services provided by the DSPS program have been most helpful to you?

The 31 DSPS service users were eligible to answer this open-ended question. A total of 23 students shared their feedback.

Here are some themes emerged from their feedback:

- Assistive Technology: Many students highlighted the usefulness of technology such as the smart pen, electronic recording pen, tablet, and notebook with audio recording.
- Accommodations: Accommodations such as reduced course loads, extra time on exams, and priority registration were frequently mentioned by students.
- Study Support: Students appreciated the availability of the computer room for study, help with tutoring, assistance with scheduling appointments, and guidance in course selection.

- Support from Staff: Student appreciated the informative and supportive DSPS staff.

Q10. What can the DSPS program do to help you be successful?

All of the 35 students (both users and non-users of DSPS services) were eligible to answer this open-ended question. A total of 18 students shared their feedback.

Here are some themes that emerged from their feedback:

- Expanded Accessibility: Students expressed a need for extended hours, more online meeting options, and keeping the testing center open.
- Improved Communication and Check-ins: Regular check-ins to monitor progress and better communication regarding appointments or changes to counselor availability were requested.
- Enhance Accommodations: Several students emphasized the need for better handling of accommodations, including extra time on test-taking, and ensuring professors follow through with accommodations.
- Continued Support and Guidance: Many students were satisfied with the program and simply asked DSPS to continue providing its current services.