

# Developmental Studies (DSPS) – Special Academic Programs

## **LASSEN COMMUNITY COLLEGE**

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# Developmental Studies (DSPS) – Special Academic Programs

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## SECTION 1: ACADEMIC PLANNING

Lassen Community College Mission:

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

### I. Program Overview, Objectives, and Student Learning Outcomes

The Disabled Students Programs and Services was established at Lassen Community College in 1973 to provide support services, special instruction, counseling, assessments, and educational accommodations to students with disabilities in accordance with evolving state and federal laws, protecting the rights of individuals who have disabilities and ensuring those individuals have equal access to higher education. While the college has created the DSPS program to assist students with their disability needs, ultimately, the college administration is legally responsible for ensuring that DSPS students receive their accommodations and services in a timely manner.

Our program goal remains the same as in our last program review: To assist college students, who have qualifying disabilities, in attaining their educational goals by providing curricula that meets their needs, providing qualified staff to assist the students, and ensuring equal access to college courses, facilities, and services. . The ADPE program goal focuses on providing lifelong learning skills and activities to promote safe, active, and healthy lifestyles for ALL students particularly students with disabilities.

### Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

Description: The DSPS program meets the LCC strategic plan under the goals for #4: Student Success:

“Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.”

### **Prior program objectives from 2013:**

- 1) Description: Possibly re-configure ADPE program to a comprehensive transition and post-secondary program if the state no longer supports adaptive physical education programs.  
Evaluation: The state is still supporting adaptive physical education programs in the community colleges. The DSPS Coordinator did write an RFP for a transition program, but did not receive the grant as it went to Shasta College for Region I.
- 2) Description: Due to an impending reduction of DSPS funds from the state, the District funds two Instructional Support Specialist (ISS) positions from the general fund.  
Evaluation: The District did, post-budget, partially or fully fund both ISS positions over the past three years. The ADPE program lost the ISS and there has not been budget money available to re-hire that 60% position.
- 3) Description: Due to a loss of the DSPS counselor, shift the DSPS counseling needs to the regular counseling department.  
Evaluation: The Dean of Student Services assigned one of the regular counselors at 50% to serve the DSPS students in the regular counseling office.
- 4) Description: Develop a retention program for DSPS students entering their second year of college.  
Evaluation: The DSPS Coordinator did create a retention program which has been extremely successful as reflected in our 80%+ student success and retention rate. We take very good care of our students in order to mitigate roadblocks to their education and to make sure they continue to attend classes and achieve their goals.

### **New Program Objectives:**

- 1) Description: **Prior Objective - DSPS Budget:** Due to an impending reduction of DSPS funds from the state, the District should fund the budget shortfall from the general fund.
- 2) Description: **ADPE Program Enhancements:** ADPE instructor, Carrie Nyman will create a video in conjunction with Nichole Kelley (Interim Foundation Director) and the Special Athletes Club to be used towards fundraising for facilities that will be used towards the special population. (repair of track, own adaptive PE facility, bocce courts, walking trail between campus and hospital. She will also reactivate and revise the following courses: 1) DS 158 - Adaptive Arts and Crafts and 2) DS 155 - Adapted Aquatics for the Physically Limited, 3) DS 150 - Healthy Life Styles, 4) DS 151- Household Management and 5) DS 152 - Employment Skills I.
- 3) Description: **Improved Outreach Program for Lassen County High Schools.** DSPS Counselor, Barb Baston will arrange for two days in March of each year to bring the special education senior high school students to campus to facilitate the registration process. She will also continue to attend Lassen High School's Special Education Exit Interviews to recruit new DSPS students to attend Lassen College. (Advisory Committee recommendation)

- 4) **DSPS Facilities Improvements:** The District needs to correct all safety/legal issues and with the ADPE and LD/HTC programs, including the following: remodel CA 209A to correct the noise issues from the previous remodeling of the categorical program. Replace the buckled carpet, faulty chairs, and old tables in CA 208, replace the ISS chair and desk for Julie Williams. Replace or repair faulty exercise equipment and the flooring in the fitness room, correct cleanliness and parking issues, and construct a separate room for the ADPE program.
- 5) Description: **Prior Recommendation: Clerical Support:** the District will provide clerical support to the DSPS program.

**Overall Evaluation:** We consistently work to assist students in attaining their educational and life-long learning goals by providing curricula that meets their needs, providing qualified staff to assist the students, and ensuring equal access to college courses, facilities and services, both on and off campus.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

**Description:** There are no DSPS program SLOs because we are not a Title 5 sanctioned program with “organized courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education” (Title 5, section 55000). However, we do meet District’s institutional strategic goals for student success as stated above. We assist students who have barriers (disabilities) by providing instructional courses and accommodations for their college classes and programs. A good portion of our instructional time is remedial in nature, and we spend a great deal of time providing retention services, utilizing qualified staff, to keep our students in college.

**Evaluation:** We are satisfied that our program goal is effective for our students.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

**Description:** There have been many changes to the DSPS program over the past three years. Most of these changes were caused by extensive changes to the Title 5 regulations that govern the DSPS programs across the state. These changes caused an overhaul of our program and a re-write of the DSPS student handbook to comply with state law. These extensive changes occurred in the following areas: language, eligibility, adjustments, disability categories, documentation, planning, staffing, determination and provision timing, expenditures and allocations/funding.

In addition, the District decided to create a new Administrative Procedure (AP 5140) to replace the existing DSPS procedure, despite warnings from the DSPS Coordinator that the new procedure could negatively impact the District legally, was burdensome to the DSPS

students, did not conform to the current DSPS practices, and was not supported by the DSPS Coordinator. The new AP became effective fall semester of 2016.

Our annual updates occurred in 2014, 2015 and 2016, requesting District funding for staffing, equipment, facilities and staff travel/training due to anticipated state funding cuts over the next several years.

**Evaluation:** Some of these changes have been good for our program, but other changes have been harmful. The state budget reductions that are still pending will negatively impact the DSPS program. The District has responded with funding assistance in years when there were excess grant funds available at the end of a fiscal year but does not have a permanent budget plan in place for the DSPS program when the next state cuts occur in academic year 2019-2020.

Implementation of the new AP 5140 has caused problems for the DSPS students, but the District has not yet addressed the problems (e.g. timeliness of accommodation determinations, conflict of interest with final say on accommodation implementation, non-expert faculty swaying accommodation determinations and refusing to fill out and sign the forms, utilizing inappropriate student grievance procedures, and possible confidentiality issues with disability information).

Our annual update requests have never made it through the budget process on a high enough prioritization level to allow funding. In addition, our last annual update was tabled by the Academic Senate, and has yet to be considered for District action.

d. Analyze program-related promotional materials/advertising as appropriate

**Description:** The DSPS program staff have attended the Lassen High School special education exit interviews for many years. We recruit students to the college, hand out information, and follow-up with the students contacted; design and create our own brochures, handbooks and informational flyers; attend career days and college days on campus; and design and update our college web page.

**Evaluation:** The promotional materials and advertising are serving the DSPS program well. We may not want to increase this area when our funding is reduced, so that we do not recruit students to a program that cannot fiscally serve an increase in students.

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

- 1) The District needs to address the problems with AP 5140 to ensure that the DSPS students are receiving their accommodations in a legal and timely manner.
- 2) The DSPS program also needs District funding to cover the next state funding cuts. We have a very small staff to accommodate our students (1 full-time faculty members, 2

part-time faculty members, 1 Instructional Support Specialist, and no clerical staff). We all perform multiple jobs outside of our positions in order to ensure that the DSPS students receive their accommodations to get them through their academic classes and programs. We have to seek out extra funding from the state ourselves and hope we can receive enough to meet our budget needs. If we cannot get enough funding, then the District is legally obligated to make sure there is funding available to cover the DSPS student accommodations.

3) Our annual update requests need to be funded at some point, or they may just keep getting rolled over to the next budget cycle and may eventually disappear.

## II Student Outcomes

### A. Trends and Patterns in Student Outcomes

#### Description/Evaluation:

1. Provide in tabular form followed by an analysis
  - a. Number of degrees and certificates awarded during the last four years.

The DSPS program does not offer degrees or certificates

- b. Transfer numbers for the last four years

The DSPS program does not have a transfer degree or transfer classes.

- c. Completion, retention and success data for the last four years

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

As reported by the District, for students enrolled in the DS classes, the DSPS program has an overall retention rate of 95%, with the same rate over the last three years and a success rate of 81.3%, with an 83% rate over the last three years. (See Appendix A)

#### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

No planning is needed.

### B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

#### Description/Evaluation:



1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

**Description:** The DSPS course Student Learning Outcomes (SLOs) are based upon each student's goal for the classes taken. Students may be working on multiple academic areas (Learning Disabilities/High Technology Center) and personal growth areas (Adaptive Physical Education), and the goals are developed individually to meet the needs of the students.

**Evaluation:** The DSPS program has a 73% course SLO Attainment average rate over the past three years. (see Appendix B for chart)

The DSPS program is very effective and successful for our students. Our students utilize our labs and classes extensively and complete their goals at an outstanding rate. Our success and retention rates are very high, reflecting the program's success for the DSPS students. The ADPE SLOs, students have completed their objectives in spite of the fact the facility is used in a combination with 1) physical education classes, 2) athletics, 3) open access to the facility by students and others because the room is not secured which has created malfunctioning or broken equipment and crowded facilities. The ADPE program requires adaptive equipment not to be used by the general public.

### Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

- 1) District funded clerical support would allow us to increase our student contact time and could increase our SLO rates by relieving the regular staff of clerical duties that take the staff away from working with students and ensuring they are completing their objectives
- 2) The District should contract with a professional to repair and maintain exercise equipment.
- 3) The District should add a separate exercise room for the ADPE program.

## C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

### **Description/Evaluation:**

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

*Description:* The student surveys had to be completed at the beginning of the Fall 2017 semester, so only continuing students were asked to complete the survey, and only 12 students chose to complete the on-line survey. Thirty percent of the students plan on transferring to a four year college or university. The majority of the DSPS students are completing two year degrees or other certificates. The majority of the students felt that the scheduling of courses met their needs, with one student asking for night sections. The students seemed very happy with the facilities and equipment, but most of them complained about the temperature being too hot in the warmer months. Improvement or additional comments were not provided by the District. (See Appendix J)

The ADPE program had to use paper student surveys with staff assistance due to the student's severe disabilities. All students in the ADPE courses had a personal development goal. The majority of the students had issues with climate control in their classrooms (mostly too hot). In the Community Awareness class, the majority of the students were not aware of the additional costs for the class. The majority of the students liked the scheduling of the classes and felt the facilities were fine. The comments stated that some of the equipment needs repairing and there are some safety hazards. (See Appendix G)

*Evaluation:* The program seems to be working well for the majority of the students. Climate control is the biggest student complaint. Safety hazards and faulty equipment are a concern and will need to be addressed.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.  
Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness

Planning tables at the end of the section for any recommendations requiring institutional action.

- 1) The District needs to correct the environmental temperature problems, safety hazards, and faulty equipment in the DSPS areas.
- 2) The DSPS program will make sure that the students in the following classes understand the additional course costs prior to enrolling: DS 121/Adaptive Bowling, DS 158/Adaptive Arts & Crafts, DS 155 Adaptive Aqua, and DS 150 Healthy Lifestyles.

### III. Curriculum

#### A. Degrees and/or Certificates

##### Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship

between special program courses and LCC transfer or vocational degrees or certificates.

**Description:** The DSPS program does not award degrees or certificates and none of the developmental classes are included in the transfer or vocational degrees or certificates. The purpose of the classes are to assist the students with their regular college classes in the Learning Disabilities and High Tech Center (LD/HTC) programs or for personal development in the Adaptive Physical Education (ADPE) program.

**Evaluation:** The current program is working well with no changes anticipated.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

No plans are needed.

## **B. Courses**

### **Description/Evaluation**

1. Identify courses added or deleted from the instructional program since the last instructional program review.

**Description:** No DS courses were added or deleted .

**Evaluation:** For the ADPE program, Carrie Nyman is considering re-activating an adaptive swimming class since the community pool opened up this summer. She would also like to re-activate the Adaptive Arts and Crafts course. The ADPE program is also exploring the possibility of a Certificate of Accomplishment which may include the following classes: DS 150 – Healthy Lifestyles, DS 151- Household Management, DS 152- Employment Skills I, and DS 153 – Community Awareness plus an adaptive activity class.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
  - Should the Disciplines of Assignment remain the same or be changed?
  - Should the Catalog/Schedule description remain the same or be updated?
  - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
  - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
  - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?

- Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
  - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
  - Do any of the learning outcomes or objectives need revision?
  - Does any content need to be updated?
  - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
  - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
  - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
  4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
  5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

**Description:** The DS educational assistance classes are listed in Appendix E. The LD/HTC classes cover math, English, assessment and computers. These classes are support classes for students who are enrolled in regular classes and for those who need assistance with areas of weakness. The ADPE classes cover fitness, bowling, weight lifting, community awareness and arts and crafts. These classes are personal interest classes, serving specific populations of students with disabilities.

**Evaluation:** The DS 115 course was approved for hybrid delivery for the Spring of 2017 with mixed results, so the course was modified to have more in class time. Financial Aid changes have affected the adding/dropping of classes after census, so some modifications are needed to ensure DSPS students are not penalized financially. (See Appendix E for Curriculum Review Summary.) The rest of the LD/HTC classes are serving the students just fine. Some ADPE classes may be re-activated to serve students who want to swim or take adaptive art classes.

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.  
Complete Academic Planning table for any recommendations requiring institutional action.

- 1) The DS 115 course will be offered completely on campus (three days per week for one hour) for the Fall 2017 semester and then offered two days per week in class (two hours per week) and one day online (1 hour) for the Spring 2018 semester.
- 2) The DS 113 class will be offered as short-term (two, half semester sections) for the Fall 2017 semester due to financial aid issues of a 30 unit limit for non-degree applicable courses and semester add/drop timing.
- 3) Carrie Nyman will work on re-activating the Adaptive Swimming and Arts and Crafts courses.

### **C. Articulation/Integration of Curriculum**

#### **Description/Evaluation:**

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

DS courses do not articulate with four-year universities.

#### **Planning Agenda:**

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No plan needed.

### **III. Scheduling and Enrollment Patterns**

#### **Description/Evaluation:**

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

The DSPS classes are offered each semester without utilizing a two-year cycle; thus, students do not have to wait to take any of the courses.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

**Description:** The LD/HTC DS courses are offered during day hours of 8:30 am - 4:00 pm Monday-Friday, (drop-in lab hours), in order to accommodate as many students and their schedules as possible. The DS 115 course is a writing lecture course and has set hours of MWF 11 am-12 pm or 1-2 pm in order to avoid overlap with most college general education courses.

The ADPE DS courses have set hours that correspond to the hours of the students in the community agency programs. These students are transported to the college campus to attend the ADPE program during daytime hours only. Some ADPE courses also have non-agency students enrolled and are set in the morning. The ADPE program offers summer classes for students from June through August.

DSPS has an unduplicated student headcount averaging 130 students per year for the last three years. We have an FTE count averaging 38 FTEs per year for the last three years. (See appendices C, D and E)

**Evaluation:** The DS course schedules work well for our students by accommodating as many student schedules as possible. Our enrollment and FTE generation fluctuates along with the college figures. Most of our students rely on the local bus service or agency transportation, which runs only during the day, Monday-Friday; thus, we set the DS course hours for day scheduling Monday-Friday.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
  - a. Number of sections (too many/too few to serve student needs)
  - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
  - c. Length of courses (traditional semester/short term)
  - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

DSPS courses have plenty of sections to accommodate our students. The LD/HTC program has 12 sections per semester, and the ADPE program has six sections per semester. Our variety of course times and open entry-open exit for most courses allow flexibility for our busy students. The LD/HTC program offers courses Monday – Friday from 8:30 am to 4:00 pm. The ADPE program offers courses Monday/Wednesday from 8:00 – 10:45 am and



Tuesday/Thursday from 9:30 am – 2:20 pm. Some DS courses are adapting to half-semester and hybrid status to experiment with different options for our students. The LD/HTC program offers half and full-semester courses, and the ADPE program offers full-semester and summer courses. (See Appendix F for Scheduling Chart).

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

The LD/HTC students have full access to general education courses since they can arrange their DS course hours anytime during the day and drop in and out of the lab for assistance and to complete their hours. The ADPE students do not generally enroll in other college courses, but for the few who do, the morning ADPE courses work best for their schedules. The DS course schedules are working fine for now. (See student evaluations, appendix E)

### **Planning Agenda:**

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

None

## **IV. Equipment**

### **Description/Evaluation:**

1. List capital outlay equipment, age of equipment and replacement schedule  
(See Appendix G)
2. Identify any existing equipment maintenance/service agreements  
DSPS has a service agreement for the copier in the LD Lab/HTC. There is also a new service agreement for an adaptive exercise machine in the gym.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

The student computers (with updated adaptive software) in the LD Lab/HTC were purchased through the Basic Skills grant in academic year 2012-2013 with no replacement plan to upgrade. Currently, the computers in the LD lab/HTC are functioning well, with just a few repairs over the past few years. Since that initial purchase four years ago, DSPS has upgraded some of the adaptive software as funds become available. Matt Montgomery from the college IT department has continued to expertly support our computer and software needs. DSPS has also sent Matt to training at the CCC High Tech Center about once per year, so he can remain



current in adaptive technology for our students. DSPS needs to have a reliable computer rotation schedule implemented.

The student tables and chairs in the LD Lab/HTC are older and are starting to wear out. We were able to take some older college computer chairs from the Graphic Design program when the college purchased new chairs for that program, but we still need newer chairs to reduce safety issues in the LD/HTC lab. The carpet in the lab is buckling and is a safety hazard.

The ADPE program uses a common exercise room with the rest of the college. Each year the ADPE program purchases one major piece of adaptive exercise equipment. The problem is that the purchased equipment is used by anyone who enters the facility and individuals entering the room are not always supervised creating the possibility of misuse or damage of the equipment. Other pieces of equipment are old and not maintained in accordance with the manufacturer's guidelines. This can create serious safety issues that must be addressed.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

Ideally, all of the ADPE equipment should have maintenance/service agreements in order to keep the equipment in excellent working order and to reduce safety hazards. The maintenance agreement for the copier in the LD/HTC program is working well with no changes needed.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

While duct tape is a handy band aide, it is not a permanent solution to safety hazards. In order to mitigate accidents, new chairs, carpet and tables should be immediately ordered by the college, using general funds. Per Title 5, the DSPS program is not allowed to use categorical funds for furniture, carpet, staff equipment or classroom/building/office modifications.

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

- 1) Using District general funds, replace chairs, tables and carpet in the LD Lab/HTC. Replace Julie Williams's chair and desktop.
- 2) The District needs to replace or repair all faulty exercise equipment and address the safety issues in the ADPE program.
- 3) For all future purchases of ADPE equipment, service agreements should be purchased.

## **V: Outside Compliance Issues (if appropriate for program)**

### **Description:**

If appropriate, describe the role of outside compliance issues on the Special Program.

The DSPTS program is legally obligated to make sure all DSPTS students receive appropriate accommodations in a timely manner. We are regulated by California state and federal laws (Title 5, American's with Disability Act of 1990/2010, Section 504 of the Rehabilitation Act of 1973, OCR rulings, etc.). We are audited once or twice each year to make sure we are following these laws and regulations. The college and the DSPTS program can be monetarily, procedurally, and legally sanctioned by the state and/or federal government if found in violation of these laws and regulations. This serious legal oversight causes the DSPTS program staff to be vigilant in all phases of student services and program management.

### **Evaluation:**

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

The DSPTS program has never had clerical support to maintain files, paperwork, accommodations, or correspondence. Our two instructors, one half-time counselor, and one Instructional Support Specialist have to perform clerical duties in order to meet the requirements of the state. Our audits have become more detailed and have caused us to have to increase our file maintenance work. We had audit exceptions in the fall of 2013. Currently, we are all working together to ensure compliance with regulations; however, this clerical work increasingly causes us to spend more time on paperwork and less time with students. Over the past year, Title 5 has dramatically changed the DSPTS program, and we have had to adjust our entire program to meet the changes and the new audit standards.

With the re-write of AP 5140, outside compliance issues may affect the college legally, regarding student accommodation requirements.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

There continues to be a need for more discussion and more collaboration about the future of AP 5140 in regards to student success

- 1) The District needs to correct the implementation problems of AP 5140 and the accompanying grievance procedure and/or change the procedure so that it legally and effectively serves DSPTS students.
- 2) The District needs to fund clerical support for the DSPTS program to ensure compliance with changing laws, regulations and audit standards.

## VI. Prioritized Recommendations

### A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

The DSPTS program will make sure that the students in the Community Awareness class understand the additional course costs prior to enrolling.

### B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

1. District funding to cover the next state funding cut to cover the DSPTS student accommodations.
2. District funding to cover clerical support.
3. The District should contract with a professional equipment technician to repair and maintain exercise equipment
4. District funded separate exercise room for the ADPE program.
5. Re-activate Adaptive Swimming and Arts and Craft courses.
6. District funded replacement of: chairs, tables and carpet in the LD Lab/HTC; staff chair and desktop; all faulty exercise equipment; and address the safety issues in the ADPE program. District purchased maintenance agreements for exercise equipment.
7. More discussion should take place on the proper placement of AP 5140 and to ensure that the process/procedure are followed in a timely manner so that the process is legal and effectively serves DSPTS students.

### Prioritized Recommendations for Inclusion in Education Master Plan

#### Developmental Studies (DSPTS) – Special Academic Programs 2017

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,4	Discuss proper placement of 5140	Spring 2018	None	Avoid negative legal action and ensure timely processing of student accommodations
3,4	District Funding for State cuts	2018-2019	\$95,000	Mitigate funding cuts from state

3,4	Annual Updates Implementation	2018-2019	\$100,000	Correct safety, accommodation, and legal issues
2	Re-activate Adaptive Swimming and Arts and Craft Course	Spring 2018	None	Replace lost bowling class
3,4	District general fund to replace tables, chairs carpet, exercise equipment and correct safety issues	2018-2019	\$50,000	Correct safety and student accommodation issues

**Prioritized Recommendation for Inclusion in Student Services Master Plan**  
 Developmental Studies (DSPS) – Special Academic Programs 2017

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,4	Discuss proper placement of AP 5140	Fall 2017	None	Improved student access and avoidance of negative legal action against the college
1,4	Re-write AP 5140	Fall 2017	None	Improved student access and avoidance of negative legal action against the college

**Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan**  
 Developmental Studies (DSPS) – Special Academic Programs 2017

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

## Section Two: Human Resource Planning

### I. Program Staffing

#### Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

The DSPPS program includes the following personnel: Three full-time faculty members with varying amounts of DSPPS load plus one full-time classified member.

Cindy Howe – Fulltime Faculty – DSPPS Coordinator @ 20% and LD Specialist/Instructor @ 130%

Carrie Nyman – Full-time Faculty with 80% DSPPS load (APE instructor) and 20% general fund load (PE)

Barbara Baston – Full-time faculty with 50% DSPPS load (DSPPS Counseling) and 50% general fund load (Counseling)

Julie Williams – Full-time classified member – Instructional Support Specialist I @ 100%

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

The DSPPS program has never had a clerical support position. Currently, we all take care of clerical duties when we are not teaching or assisting our students. With laws, regulations, and reporting requirements consistently changing/increasing, it is recommended that the District provide clerical support to the DSPPS program. In addition, with looming state budget reductions, the DSPPS is requesting that the general fund budget ahead of time to cover Julie William's salary.

#### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

- 1) The District needs to assign clerical support to the DSPPS program to comply with ongoing legal responsibilities.

### II. Professional Development

#### Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Carrie Nyman and Cindy Howe, two of the full-time faculty in the program, have attended the California Post-secondary Education and Disability conferences when they are held in Northern California. Cindy Howe has also attended Title 5 update trainings, SAARC budget and EOY reporting trainings, and Region I meetings. Cindy Howe has served as the Region I representative on the Chancellor's Office Learning Disabilities Advisory Group for the past several years. Julie Williams, ISS, has attended a CSEA training on classroom behavior management, student drug issues, and disabilities. Barb Baston has attended on-campus DSPTS trainings during Convocation and work hours.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

The District should provide staff development funding for all DSPTS faculty members and the ISS to continue to attend trainings. In addition, the District should fund an IT staff member to attend annual accessibility trainings at the CCC HTC training unit.

### **III. Student Outcomes**

#### **Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

Description: Over the last four years, we have averaged a SLO completion rate of 73% overall. Some academic years have been better than others, averaging above 80%. In the LD/HTC program, the biggest hurdle for student completion is attendance or dropping out of classes altogether. Students cite personal issues, family responsibilities and employment responsibilities as the reason for not completing their class SLOs. In the ADPE program, equipment failure or not enough equipment is the reason for lack of SLO achievement.

Evaluation: In order to increase the SLO completion rate in the LD/HTC program, activating the Early Alert System or having the ISS call missing students and report issues to the DSPTS

counselor, would likely result in students returning to classes if given assistance for personal issues. In the ADPE program, having a classified staff member responsible for equipment repair and maintenance would keep the exercise equipment in good operating order for students to complete their SLO objectives.

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

- 1) The District should train DSPS personnel in the Early Alert System to contact missing students and report student needs to the DSPS counselor.
- 2) District provides a contract professional to repair or maintain exercise equipment to increase student completion of SLO objectives.

**IV. Prioritized Recommendation**

**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

None

**Prioritized Recommendations for Inclusion in the Planning Process**

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

**Prioritized Recommendations for Inclusion in Human Resource Master Plan Developmental Studies (DSPS) – Special Academic Programs 2017**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4	Provide clerical support to DSPS	Fall 2017	\$30,000.00 ongoing	Ensure timely legal compliance
1, 3, 4	Provide staff development funding for all DSPS faculty members and ISS continue to attend trainings.	Fall 2018	\$10,000	Improved student outcomes and avoidance of compliance issues
3, 4	Fund an IT staff member to attend annual accessibility	Fall 2018	\$3,500	

	trainings at the CCC HTC training unit			
3	Shift Julie William's salary and benefits to the general fund	Fall 2018	\$45,000.00 ongoing	Mitigate state budget reduction starting in 2018-2019 academic year and ongoing thereafter
3,4	Hire contract professional to repair and maintain Exercise equipment	Fall 2018	unknown	Increase SLO completion rate; retain equipment longer; avoid safety issues related to damaged equipment
3, 4	Train DSPS staff on the Early Alert System to contact missing students and report student needs to the DSPS counselor	Spring 2017	none	Improve student persistence, success, and completion

## Section Three: Facilities Planning

### I. Facilities

#### Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

Description: The DSPS program is located in three separate areas of the campus:

- a. The LD/HTC program is housed in Creative Arts CA 208/209. CA 208 is a classroom/lab containing a front study area and a back computer lab. In addition, the DS 115 class is held in a shared college classroom, CA 207 on MWF.
- b. The ADPE program utilizes shared college facilities in the gym and in classrooms as assigned by Academic Services.
- c. The DSPS counselor is housed in the college counseling center.

Evaluation:

- a. The LD/HTC program has been negatively impacted by a remodel of the area immediately adjacent to the study area in CA 209. Because of the open concept remodel, the area is now too noisy for DSPS students to study and complete course lab hours effectively. The carpet in the LD/HTC is buckled, causing a trip hazard.
- b. The ADPE program has continuing scheduling conflicts with the regular college PE programs and has safety and sanitary problems related to shared equipment, warped flooring, and facilities.
- c. The DSPS counselor serves our DSPS students and the general population. The intent of the counselor remaining in the counseling office is to help better integrate the DSPS student into the college community and experience a more inclusive college life. When mobility is difficult due to adverse weather conditions, the students may be accommodated, if required,



by the use of the DSPTS covered golf cart. While at times students may need to wait to see the DSPTS counselor, they are able to come into the counseling office for services such as priority registration, to complete add and drops, and any other academic and/or behavioral/personal concerns. Currently, when the DSPTS students have sudden issues/crises that come up in the LD/HTC lab, the staff have to stop serving other students to take care of the urgent counseling issues.

- d. We have reported many times to college administration that the carpet in the LD Lab/HTC is buckled and is a safety hazard for our students. We were assured that carpet had been ordered for the area when the new ARC carpet was ordered, but we are still waiting for the carpet to be replaced. When the college insurance inspector came into our lab this past year, he gave the college a written warning for the deplorable condition of the carpeting in the LD Lab/HTC. The carpeting is buckling, and we have had two students trip on the buckled parts. The insurance inspector also gave the college a written warning for Julie Williams's office chair (held together with duct tape and the padding was worn out) and work station (monitors held up with stacks of books to create an ergonomic work space).

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

Description: The ADPE program sometimes utilizes an off-campus bowling alley in South County on the Sierra Army Depot property.

Evaluation: The bowling alley raised its fees which has caused the classes to be cancelled since the DSPTS students have limited funds. The District has been informed. Until the District has negotiated a usage fee with the Sierra Army Depot, the class will remain cancelled.

3. Describe any facilities needs identified by assessments of student learning outcomes

In the ADPE program, students have been unable to complete their SLO objectives due to faulty equipment, and crowded facilities.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Legal: CA 209A needs to be remodeled for soundproofing in order to accommodate DSPTS student disability needs of a quiet study area.

Safety: All safety hazards need to be corrected in CA 208, the student fitness center (flooring, cleanliness, seating and equipment repairs), and the LCC track.

Access: The ADPE program needs a room built for the DSPTS student use only, allowing them timely access to adaptive equipment. The Creative Arts building does not have disabled parking available, nor does it have an accessible women's restroom.

## Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

## II. Prioritized Recommendations

### Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

### Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

### Prioritized Recommendations for Inclusion in the Facilities Master Plan Developmental Studies (DSPS) – Special Academic Programs

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 3, 4	Correct/repair all safety hazards in CA 208 and the fitness center	2017-2018	\$30,000 one-time cost	Eliminate existing trip & fall safety hazards
3, 4	Provide disabled parking outside of Creative Arts for access to instructional programs and correct the women’s restroom egress issues.	2018-2019	\$50,000	Student access
1,3,4	Add sound-proof rooms or cubicles w/ headphones to the DSPS CA 209 study area in order to give the DSPS student a quiet area for studying	2018-2019	\$75,000.00 one-time cost	Legal student access
1,3,4	Correct the environmental temperature issues in DSPS and buildings on campus	2018-2019	unknown	Student comfort and reduction of adverse health reactions
1,3,4	Correct the scheduling issues in the fitness center or build a separate exercise room for the ADPE program with accessible parking	2018-2019	\$75,000.00 one-time cost	Safety, student access

1,3,4	Repair fitness equipment	2018-2019	\$20,000.00 one-time	Safety, student access
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## Section Four: Technology Planning

### I. Technology

#### Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Description: The DSPS LD Lab/HTC has eight student computers (5 years old) and one new student printer (just purchased). These computers are used for instruction and have adaptive software installed. Julie Williams has a desktop computer (1 year old) with two monitors (1 and 5+ years old), one printer (5+ years old) and an ergonomic keyboard (5+ years old). All of her technology hardware is used for instructional support. There is also a networked copier (2 years old) in the LD Lab for instructional support and student use. Carrie Nyman has one laptop computer with a docking station (new) and one desktop computer (2 years old). The ADPE program has no technology.

Evaluation: So far, everything is working well and Matt Montgomery serves our program very well. He makes sure all of our computers keep running and is available whenever we call him. DSPS has also sent Matt to trainings to make sure he is current with adaptive technologies. The ADPE instructor believes that every student in DS 153 should have use of an iPad.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

#### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

The student computers should be added to the District funded replacement schedule for student access to the most current technology. DSPS will provide funding for adaptive software needs. I-Pads should be provided for ID students in the DS 153 Community Awareness class.

### II. Prioritized Recommendations

#### Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

None

**Prioritized Recommendation for Inclusion in the Planning Process**

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

The student computers should be added to the District funded replacement schedule for student access to the most current technology. DSPS will provide funding for adaptive software needs.

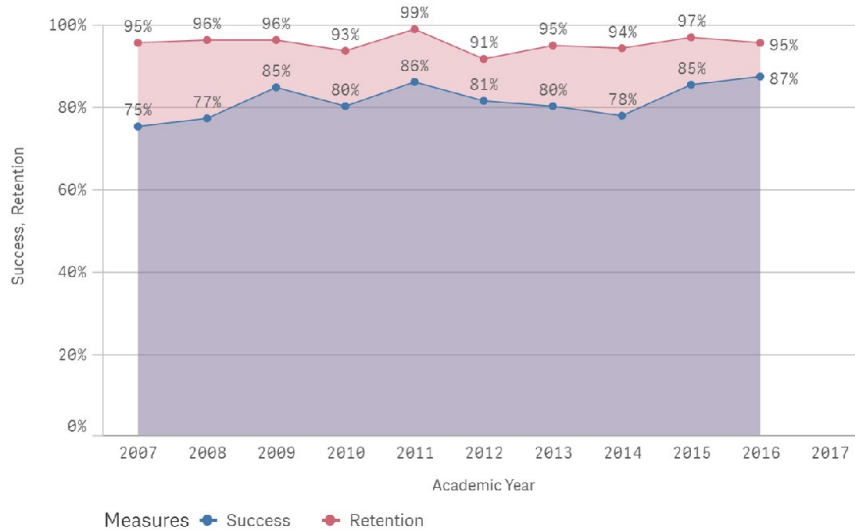
**Prioritized Recommendations Inclusion in Institutional Technology Master Plan**

Developmental Studies (DSPS) – Special Academic Programs

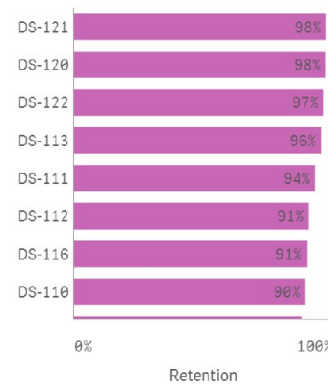
Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3,4	Add DSPS Student Lab Computers in the college’s technology replacement/update plan	2017-2018	\$4,500.00 every 3-5 years	Student Access improvement
3,4	iPads for Community Awareness class	2018-2019	\$3,000.00	
1	Provide staff development funds and time off to attend HTC trainings	2017-2018	\$500.00 each year, most of which is reimbursed to the District by the HTC	Improved IT skills for student access

## Appendix A: Student Success and Retention Chart

Student Success and Retention



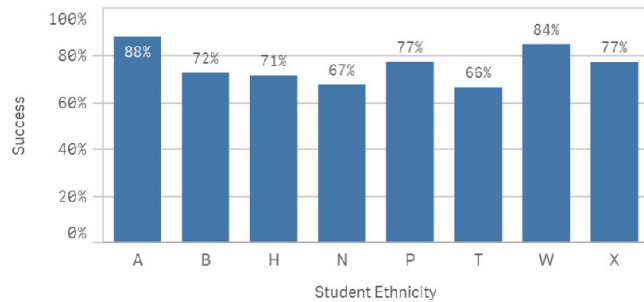
Retention by Course



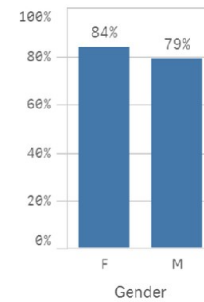
Retention and Success by Academic Year

Academic Year	Census Enrollment	Retention (%)	Success (%)
Totals	4,433	95%	81%
2017	0	-	-
2016	345	95%	87%
2015	385	97%	85%
2014	481	94%	78%
2013	426	95%	80%
2012	474	91%	81%
2011	529	99%	86%
2010	632	93%	80%
2009	471	96%	85%
2008	466	96%	77%
2007	224	95%	75%

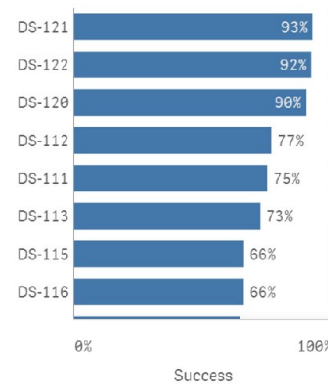
Success by Race



Success by Gender



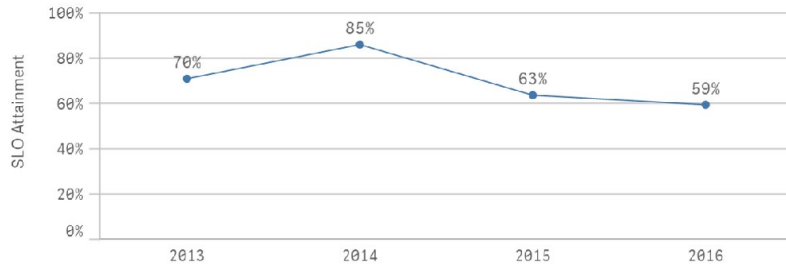
Success by Course



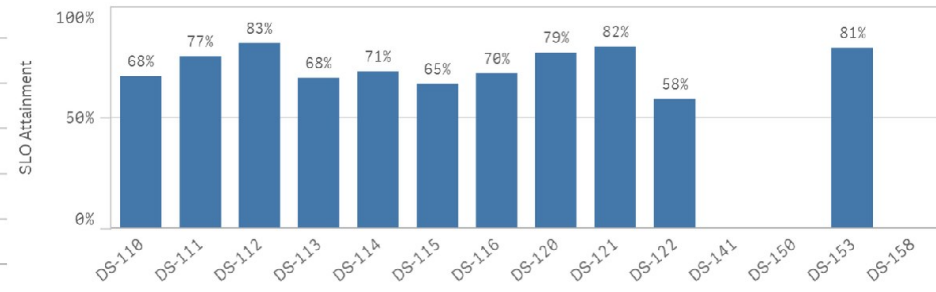
Retention  
**95.0%**  
Success  
**81.3%**

## Appendix B: Student SLO Attainment Chart

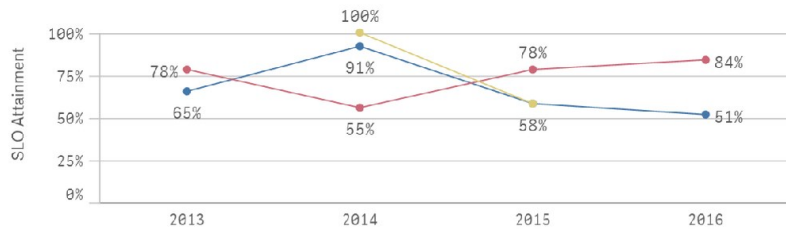
SLO Attainment by Year



SLO Attainment by Course

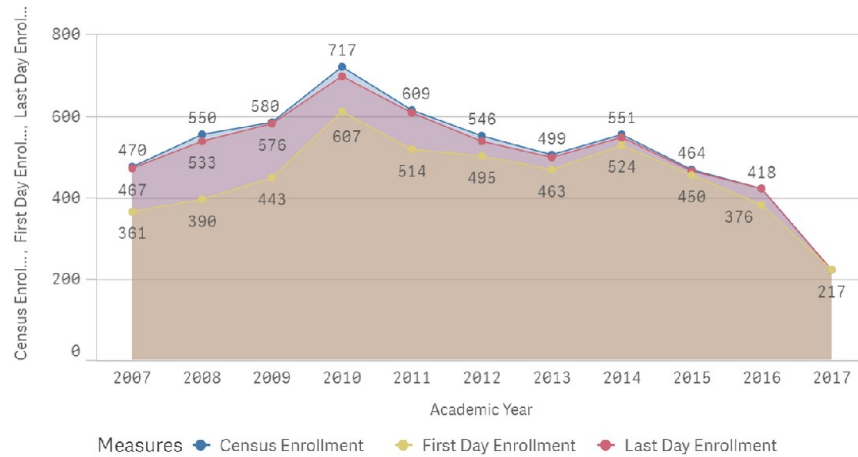


SLO Attainment by Term

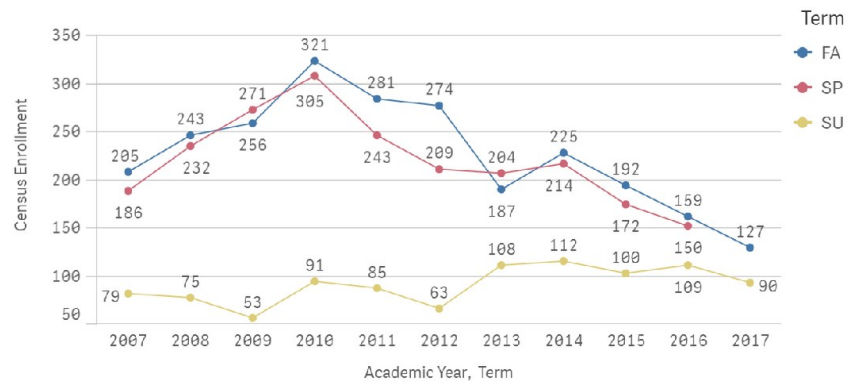


## Appendix C: Census Enrollment Chart

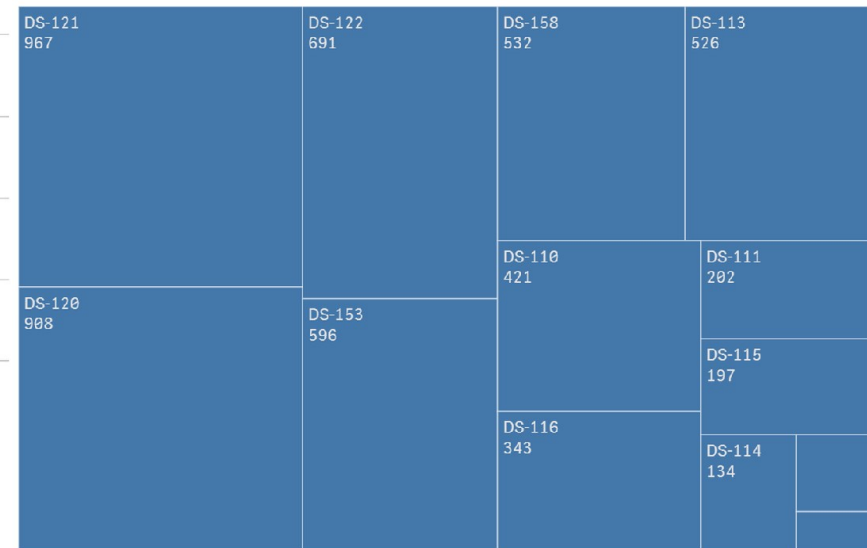
Enrollment by Academic Year



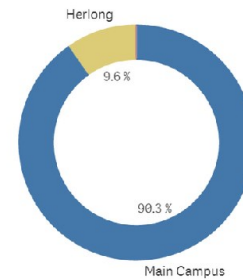
Census Enrollment by Term



Census Enrollment by Course



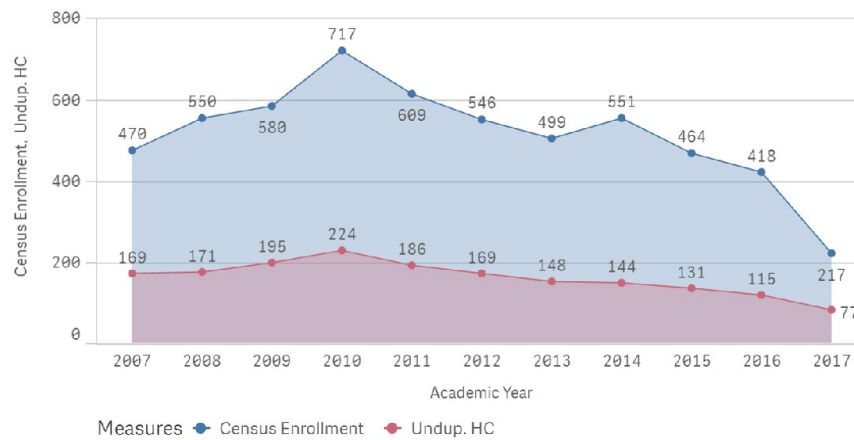
Enrollment by Location



Census Enrollment  
**5,621**

## Appendix D: Headcount and Enrollments

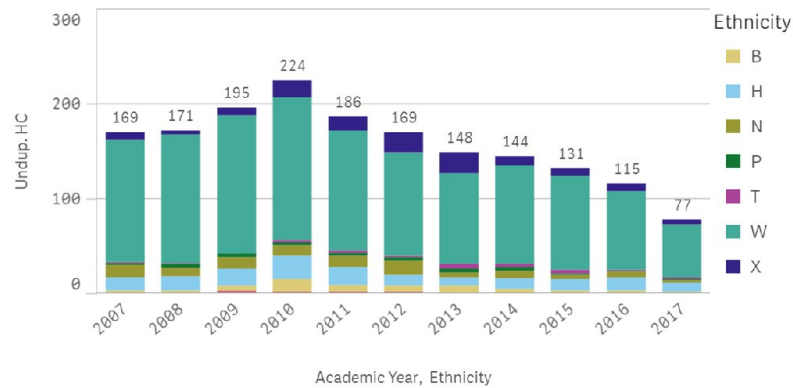
Headcount and Enrollment by Academic Year



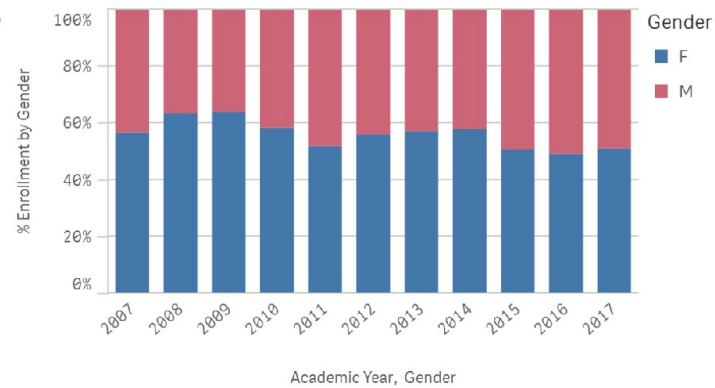
Headcount and Enrollment by Academic Year

Academic Year	Census Enrollment	YOY Census Enrollment	Undup. HC	Undup. HC YOY Change	Enrollments per Student
Totals	5,621	-	883	-	6.4
2017	217	-48%	77	-33%	2.8
2016	418	-10%	115	-12%	3.6
2015	464	-16%	131	-9%	3.5
2014	551	10%	144	-3%	3.8
2013	499	-9%	148	-12%	3.4
2012	546	-10%	169	-9%	3.2
2011	609	-15%	186	-17%	3.3
2010	717	24%	224	15%	3.2
2009	580	5%	195	14%	3.0

Headcount by Ethnicity



Headcount by Gender



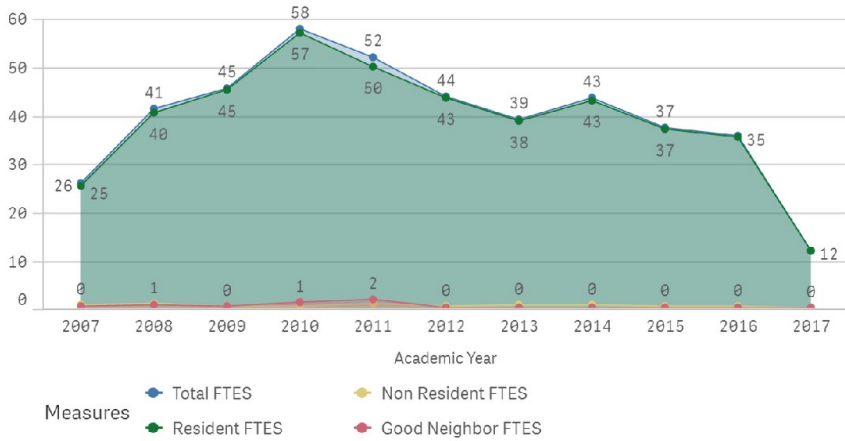
Enrollments per Student

6.37



# Appendix E: FTE Chart

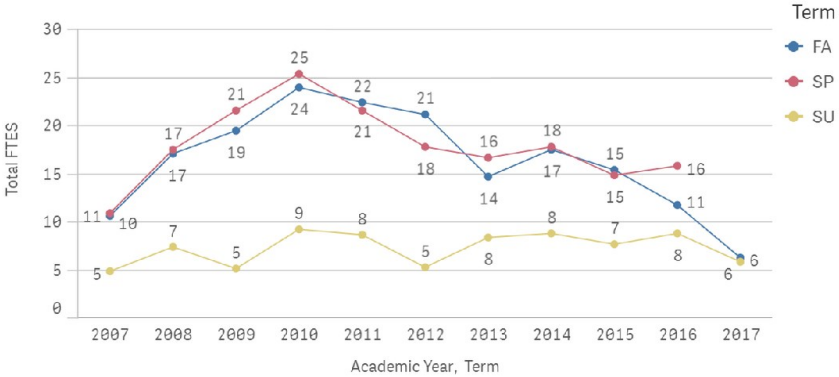
FTEs by Academic Year



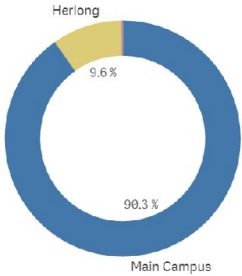
FTEs by Year

Acad... Year	Q	Resident FTEs	Non Resident FTEs	Good Neighbor FTEs	Total FTEs	Total FTEs YOY change
Totals		425	4	3	432	-
2017		12	0	0	12	-67.2%
2016		35	0	0	35	-4.1%
2015		37	0	0	37	-14.1%
2014		43	0	0	43	11.3%
2013		38	0	0	39	-11.2%
2012		43	0	0	44	-15.4%
2011		50	1	2	52	-11.0%
2010		57	0	1	58	27.6%
2009		45	0	0	45	11.3%
2008		40	1	0	41	61.1%
2007		25	0	0	26	-

FTEs by Term



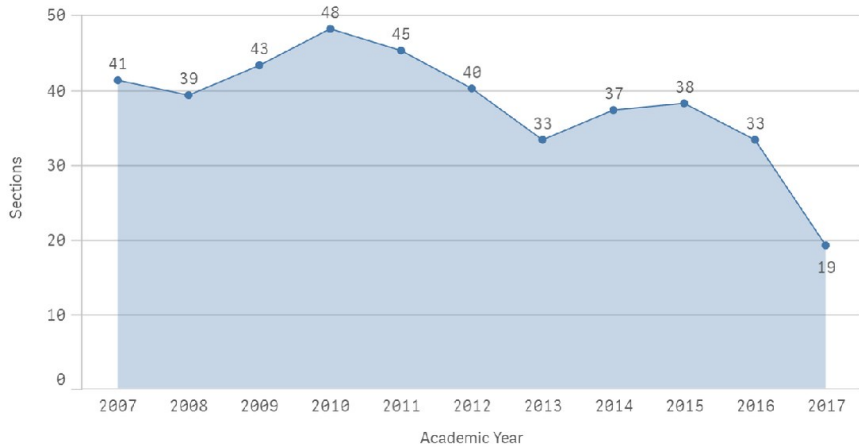
FTEs by Location



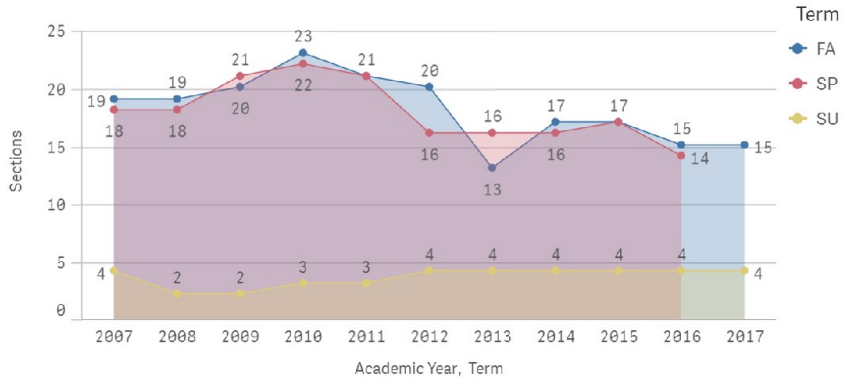
Total FTEs  
**432**

# Appendix F: Sections

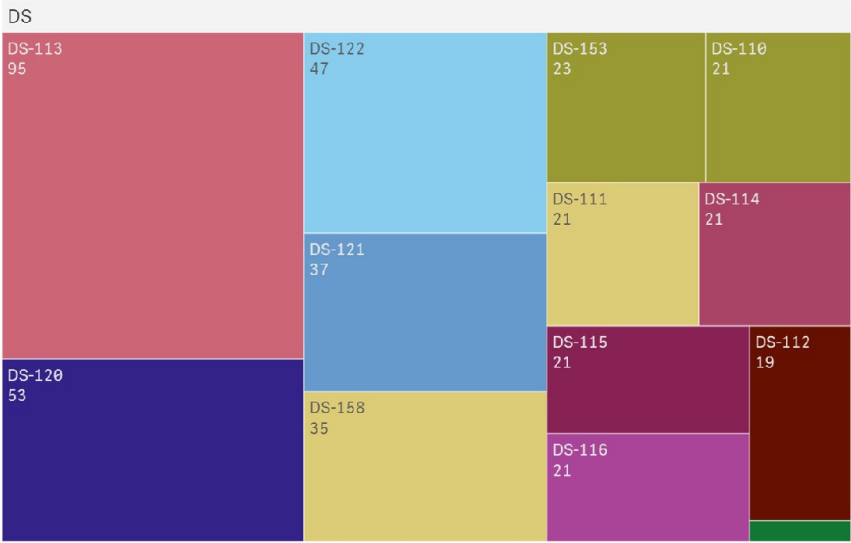
Sections by Academic Year



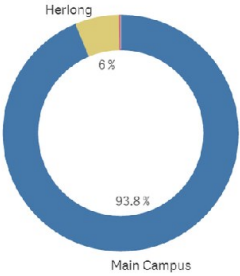
Sections by Term



Sections by Subject and Course



Sections by Location



Enrollments per Section

13.5

## Appendix G: Student Evaluations

2017-2018 DSPS Cumulative IPR Adaptive PE Surveys				
	YES	NO	N/A	
1				Personal Development 48
2				Personal Development 48
3	30	10		Not in catalog 13
4	24	23	1	
5	6	24	1	
6	2	7	22	
7	3	4	45	
8	41	1		conflicts with yoga class
9	52	9		no ramp to back stairs/long walk to front door
10				Hot 33 Cold 11 Comfortable 2
11			2	Adequate 55 Inadequate 4 Too bright 3
12			5	Adequate 33 Inadequate 22
13	41	19		much more space is needed
14			1	Movies, safety hazards, broken/dirty equipment, too crowded
15	34	14	12	dirty, broken equipment, need rowing mach., more variety
16	29	18	20	Instructor needs more assistance for adaptive students
17	37	21	1	Some is, some isn't
18	36	20		several broken for over a year, dirty, floor mats uneven - safety
19				personal tablets, private bus service, new/fix/age approp. equipment, cleaner equipment, more/separate space, renovate track- safety
20			1	He's awesome, excellent instructor - knowledgeable and caring, dirty water filter, need better cleaning and maintenance, repair track, more balance equip.

Lassen Community College  
Status of Curriculum Reviews

**DSPS Instructional Program Review  
Status of Curriculum Review May 8, 2017**

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed
DS 110 Computer Access I	05/02/2017	
DS 111 Computer Access II	05/02/2017	
DS 112 Computer Access Projects	05/02/2017	
DS 113 Developmental Skills Personal Assessment	05/02/2017	
DS 114 Developmental Skills-Reading	05/02/2017	
DS 115 Developmental Skills-Writing	05/02/2017	
DS 116 Developmental Skills-Math	05/02/2017	
DS 120 Adaptive Fitness	05/02/2017	
DS 121 Adaptive Individual Sports-Bowling	05/02/2017	
DS 122 Adaptive Individual Sports-Weight Lifting	05/02/2017	
DS 153 Community Awareness I	05/02/2017	
DS 158 Developmental Skills-Adaptive Arts and Crafts	05/02/2017	

*Cindy Howe*  
Ms. Cindy Howe, Subject Area Faculty Signature 5-8-17  
Date

*Carrie Nyman*  
Ms. Carrie Nyman, Subject Area Faculty Signature 5-10-17  
Date

*Allison Somerville*  
Ms. Allison Somerville, Curriculum and Academic Standards Committee Chair Signature 5/12/17  
Date

*Dr. Terr Armstrong*  
Dr. Terr Armstrong, Vice President of Academic Services 5.15.17  
Date

**Appendix H: Curriculum**

**LD/HTC Equipment**

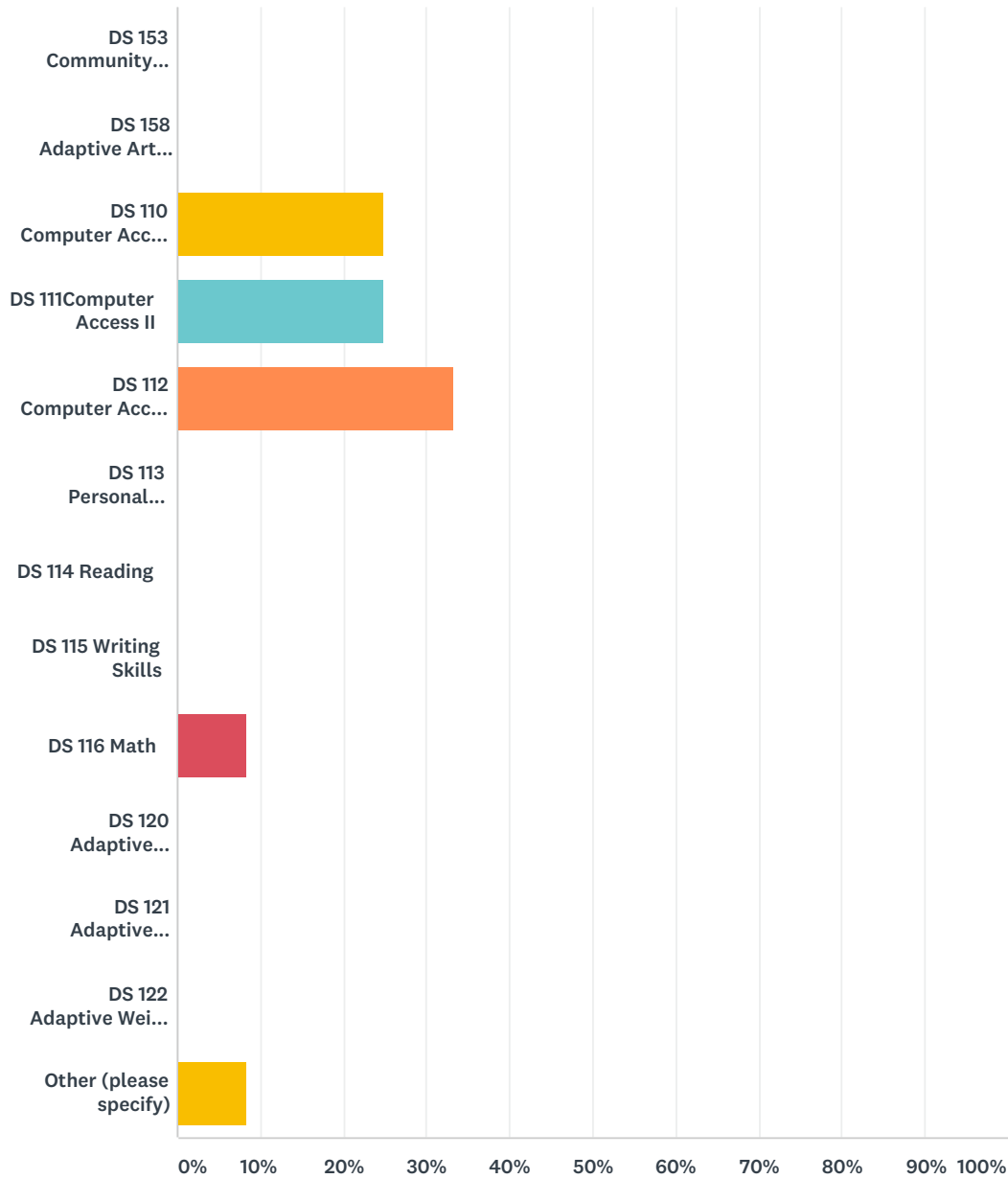
<b>Equipment</b>	<b>Age</b>	<b>Replacement Schedule</b>	<b>Comments</b>
HP Laser Jet Printer	New	None	DSPS purchased 2017
Dell Laptop	1	Every 3-5 years	District purchased 2016
Merlin HDOCR	1	None	DSPS purchased 2016
Magnasight Visual Tech	10+	None	Obsolete and will discard
Lexmark Printer	10+	None	Obsolete and will discard
Magnavox VCR	10+	None	Obsolete and will discard
Dell Dimension Desktop computer with Samsung Monitor and Gateway keyboard	10+	None	Used only for word processing and Dragon software
Toshiba TV	10+	None	Obsolete and will discard
2 Electric Wheelchairs	10+	None	Donated to DSPS and used for temporary disabilities or transportation
3 Manual Wheelchairs	10+	None	1 donated. Used for temporary disabilities or transportation
3 Amigo HDS Visual enhancers	1 new, 1 one year old, and 1 two years old	None	DSPS purchased for student who have visual impairments
2 Contego FM Systems	1 new and 1 5+ years old	None	DSPS purchased and used for hearing impaired students
Portable Visual Enhancer	1 year old	None	DSPS purchased and used for visually impaired students
1 pair of crutches	unknown	None	Donated and used for temporary disabilities
Dell desktop computer with keyboard and monitor	5+	None	Used for student sign-in only
Braille Printer	10+	None	DSPS purchased and used to convert typed work into braille
Xerox Copier	2 years old	District policy	District purchased and DSPS pays for maintenance contract

HP Laserjet printer	10+	None	Staff use - Received from the old Learning Center when it was moved
HP Printer	New	None	DSPS purchased 2017
8 Dell desktop computers with monitors and keyboards	2	3-5 years	Grant purchased for student lab
2 monitors	1 is one year old, 1 is 5+ years old	3-5 years	Staff use
Dell desktop computer with ergonomic keyboard	1	3-5 years	Staff use
9 Nexus tablets	3	None	Check out for student use to read e-textbooks
JVC Video Camera	5+	None	Check out for staff use in classes
Custom Transportation Cart	3	None	DSPS purchased to transport students who have physical disabilities to and from classes

## Appendix J: LD/HTC Student Survey Summary

## Q1 Which course in this program are you reviewing?

Answered: 12 Skipped: 1



ANSWER CHOICES	RESPONSES	
DS 153 Community Awareness 1	0.00%	0
DS 158 Adaptive Arts and Crafts	0.00%	0
DS 110 Computer Access 1	25.00%	3
DS 111 Computer Access II	25.00%	3
DS 112 Computer Access Projects	33.33%	4
DS 113 Personal Assessment	0.00%	0

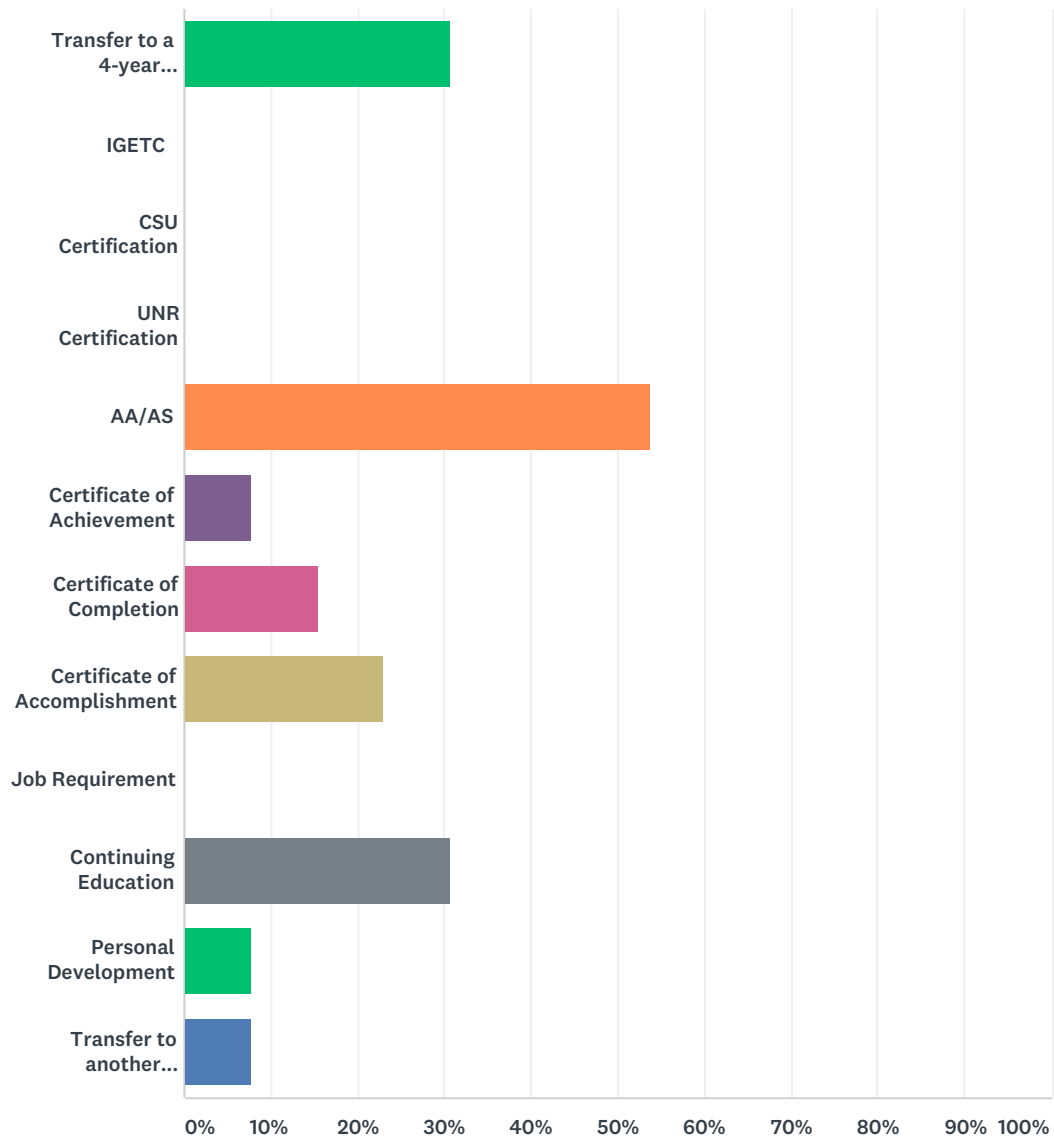


## Developmental Skills Instructional Program Review Student Survey 2017

DS 114 Reading	0.00%	0
DS 115 Writing Skills	0.00%	0
DS 116 Math	8.33%	1
DS 120 Adaptive Fitness	0.00%	0
DS 121 Adaptive Bowling	0.00%	0
DS 122 Adaptive Weight Training	0.00%	0
Other (please specify)	8.33%	1
<b>TOTAL</b>		<b>12</b>

## Q2 Educational Goal: What is your educational objective at Lassen Community College. (Check all that apply).

Answered: 13 Skipped: 0



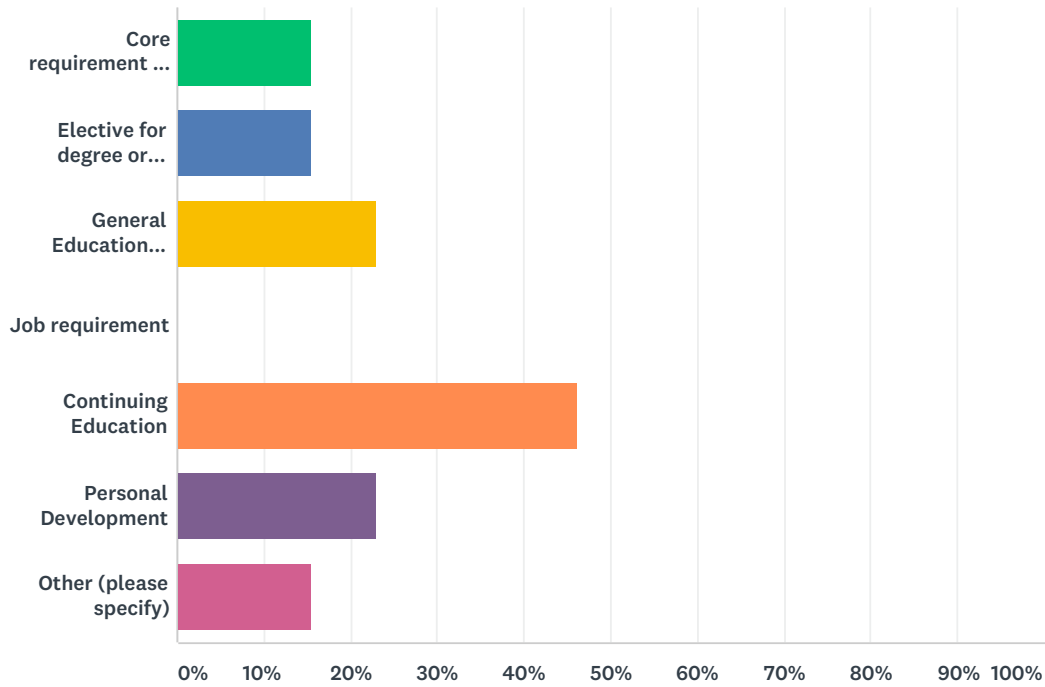
ANSWER CHOICES	RESPONSES	
Transfer to a 4-year Institution	30.77%	4
IGETC	0.00%	0
CSU Certification	0.00%	0
UNR Certification	0.00%	0
AA/AS	53.85%	7
Certificate of Achievement	7.69%	1
Certificate of Completion	15.38%	2

## Developmental Skills Instructional Program Review Student Survey 2017

Certificate of Accomplishment	23.08%	3
Job Requirement	0.00%	0
Continuing Education	30.77%	4
Personal Development	7.69%	1
Transfer to another community college	7.69%	1
Total Respondents: 13		

### Q3 Why are you taking this course?

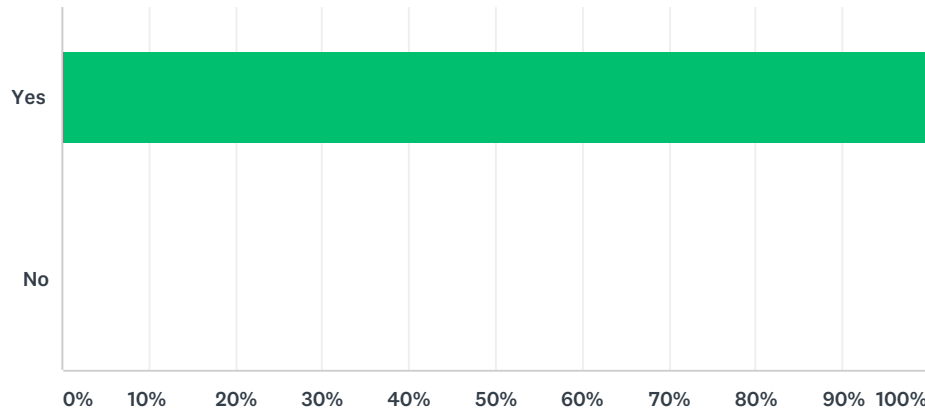
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	15.38%	2
Elective for degree or certificate	15.38%	2
General Education course for degree or transfer	23.08%	3
Job requirement	0.00%	0
Continuing Education	46.15%	6
Personal Development	23.08%	3
Other (please specify)	15.38%	2
Total Respondents: 13		

### Q4 Does the course content reasonably compare with the catalog/schedule description?

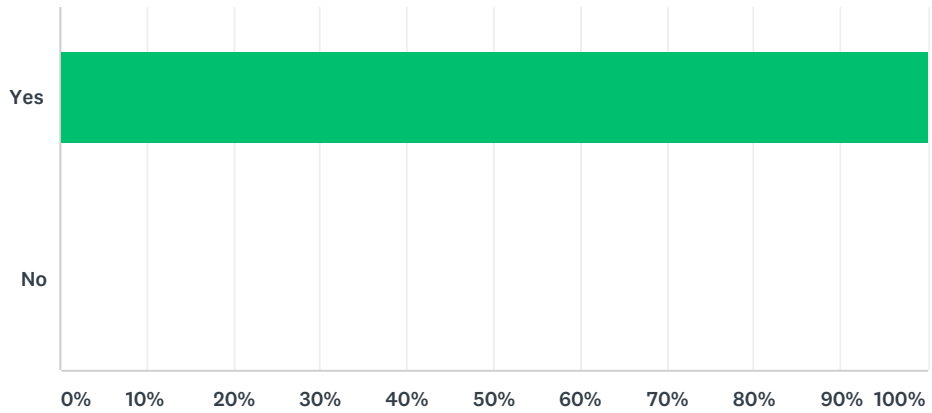
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
TOTAL		13

### Q5 Did the catalog clearly explain the order in which the courses in this program should be taken?

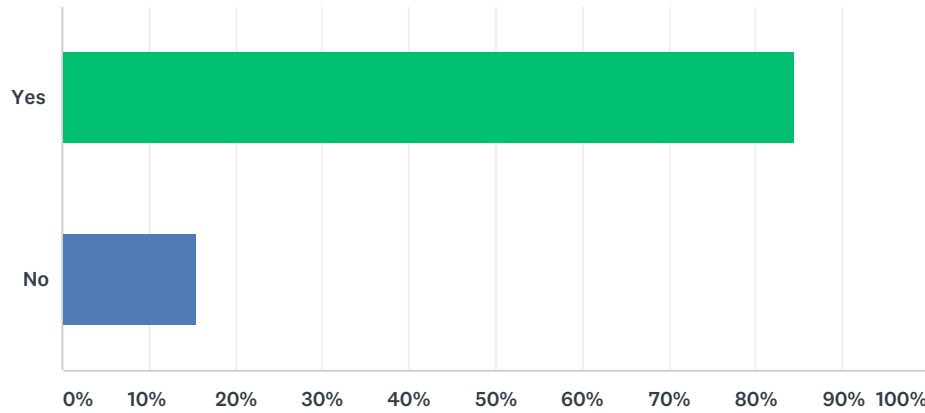
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
TOTAL		13

## Q6 Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

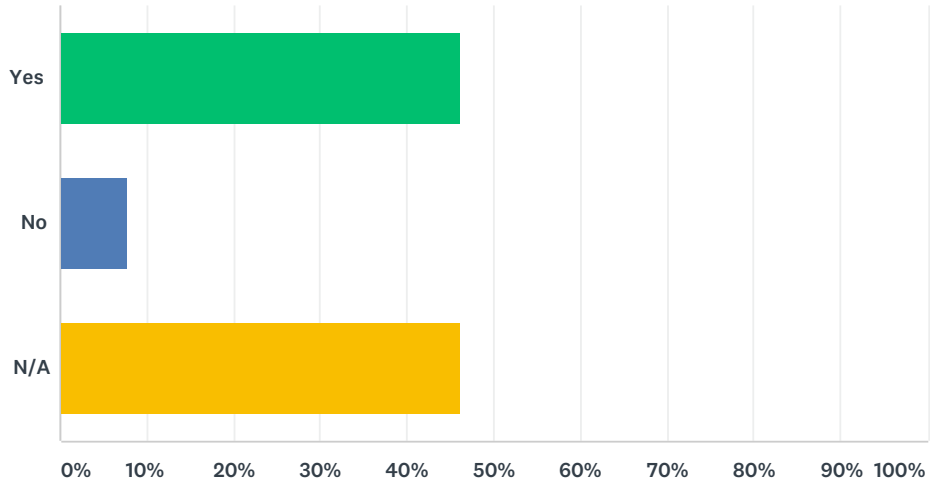
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	11
No	15.38%	2
TOTAL		13

## Q7 Did instructors use the required textbooks in the course?

Answered: 13 Skipped: 0

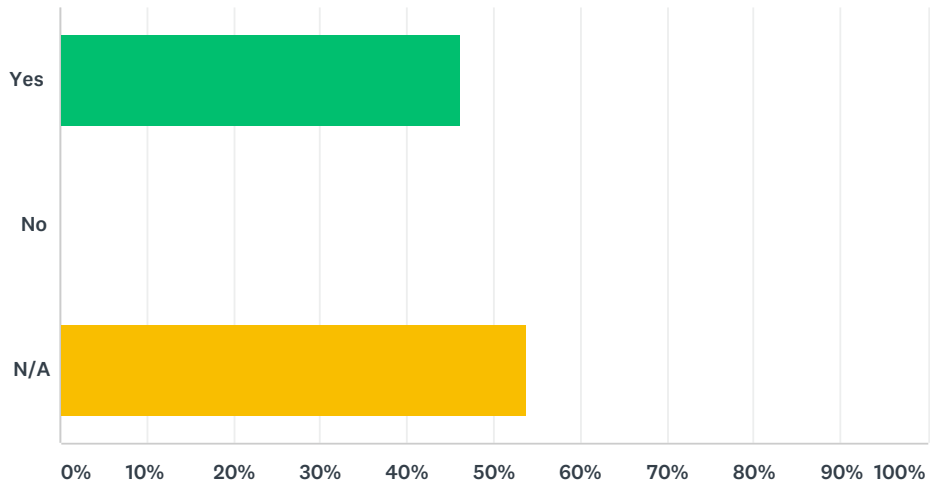


ANSWER CHOICES	RESPONSES	
Yes	46.15%	6
No	7.69%	1
N/A	46.15%	6
TOTAL		13



### Q8 Are the textbooks purchased for this course useful to you?

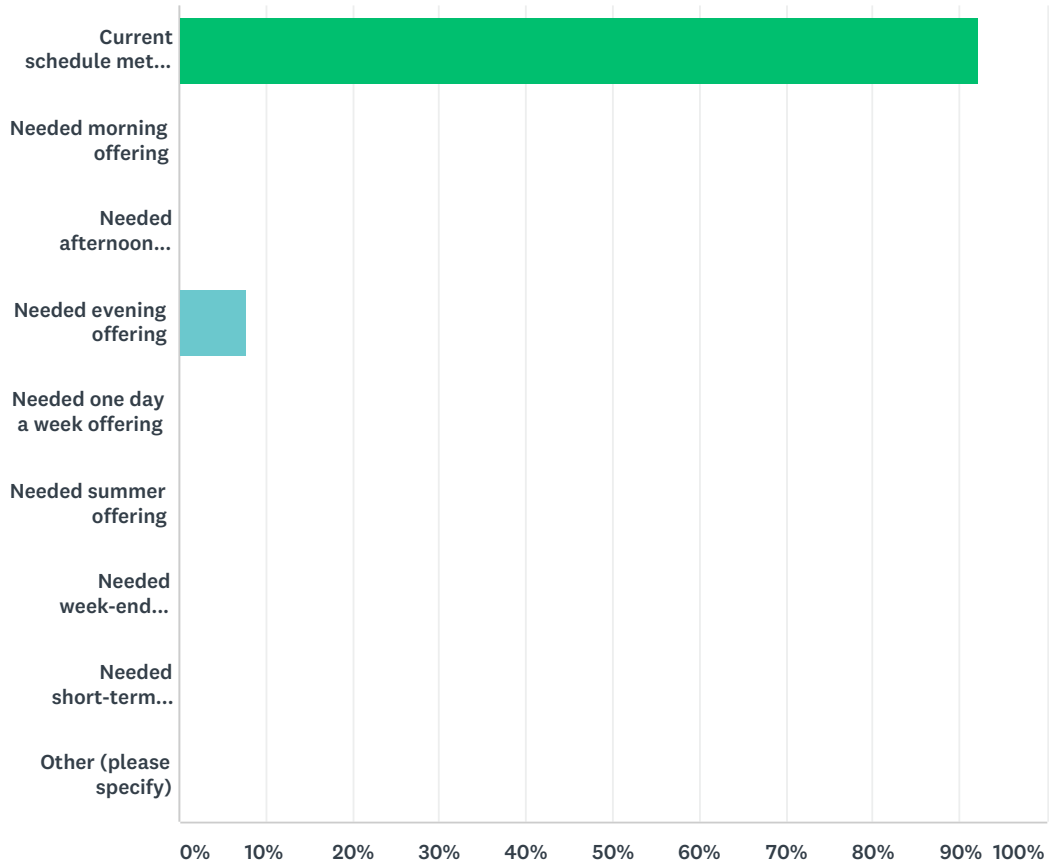
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	46.15%	6
No	0.00%	0
N/A	53.85%	7
<b>TOTAL</b>		<b>13</b>

## Q9 Did the scheduling for this course meet your needs?

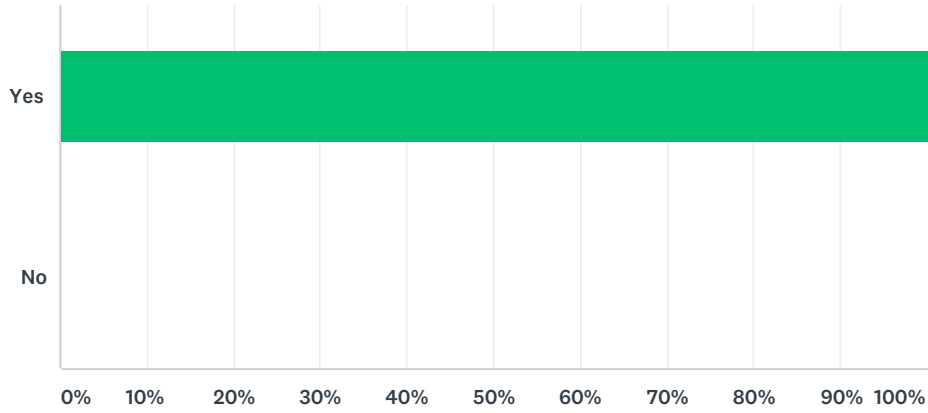
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Current schedule met my needs	92.31%	12
Needed morning offering	0.00%	0
Needed afternoon offering	0.00%	0
Needed evening offering	7.69%	1
Needed one day a week offering	0.00%	0
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 13		

## Q10 I was provided with reasonable access to the facilities

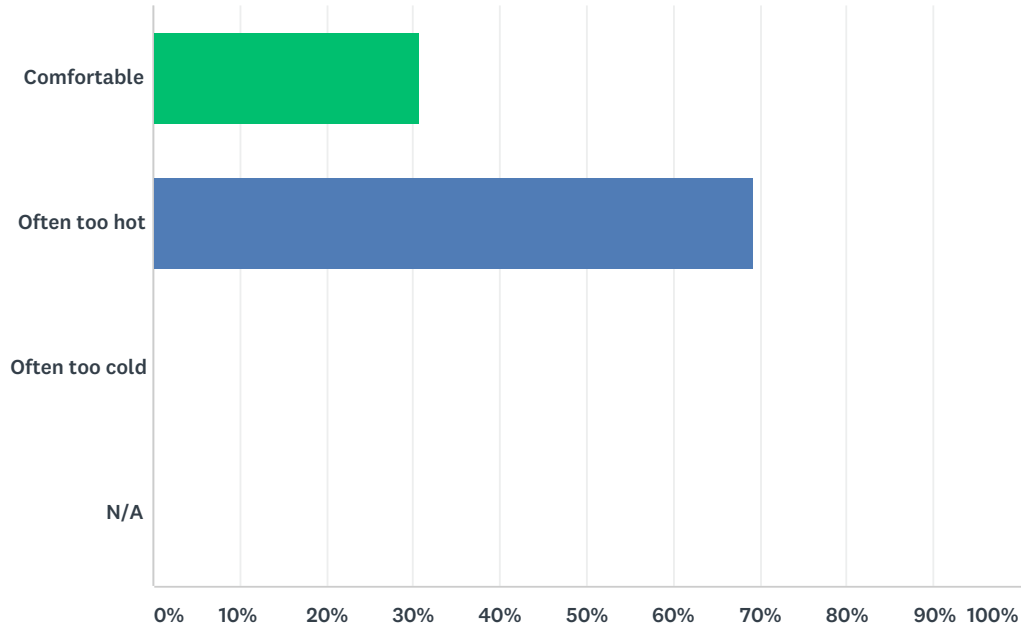
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
TOTAL		13

### Q11 When weather is hot outside, the facilities are:

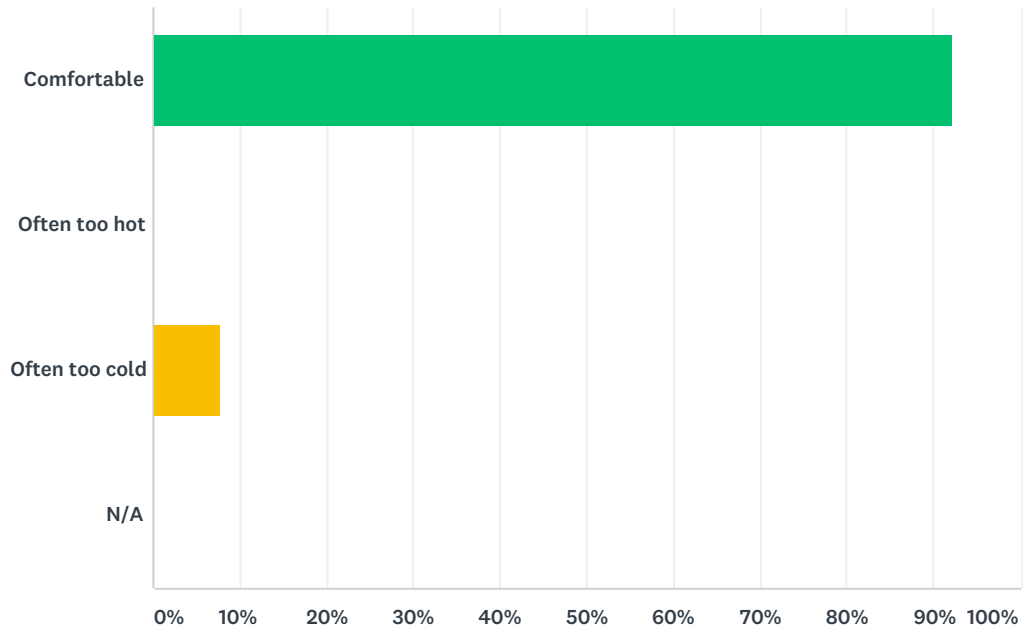
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Comfortable	30.77%	4
Often too hot	69.23%	9
Often too cold	0.00%	0
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

## Q12 When weather is cold outside, the facilities are:

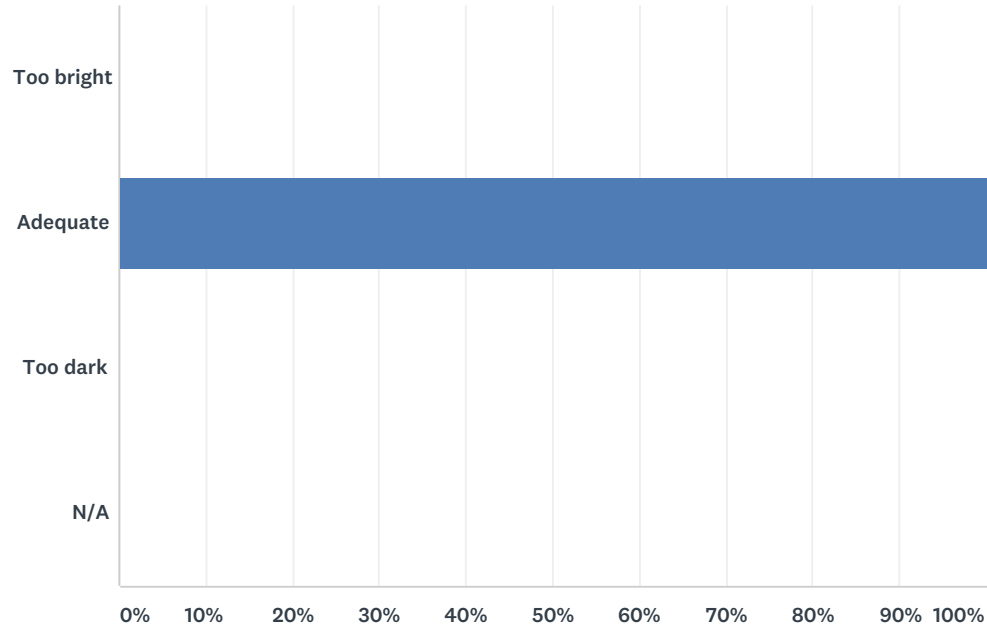
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Comfortable	92.31%	12
Often too hot	0.00%	0
Often too cold	7.69%	1
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

### Q13 The lighting of the facilities are

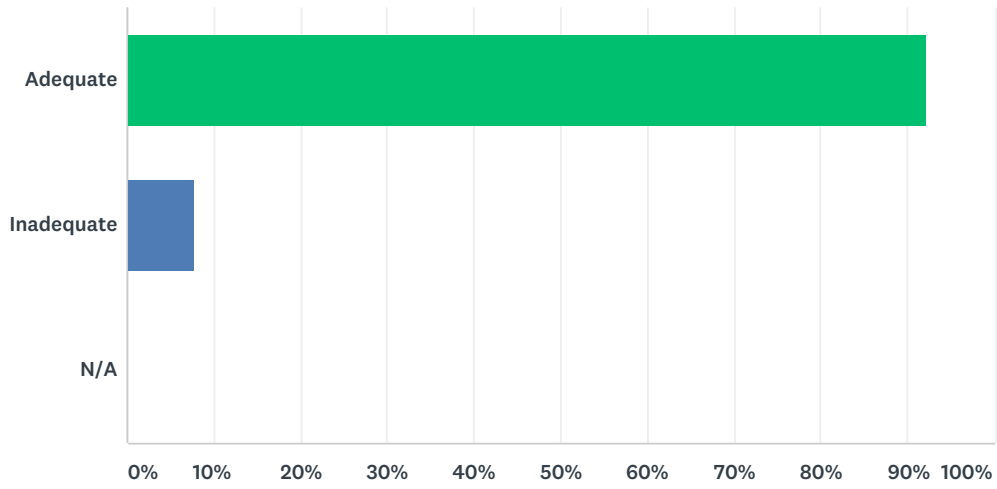
Answered: 13 Skipped: 0



ANSWER CHOICES		RESPONSES	
Too bright		0.00%	0
Adequate		100.00%	13
Too dark		0.00%	0
N/A		0.00%	0
TOTAL			13

### Q14 The chairs/tables/desks are

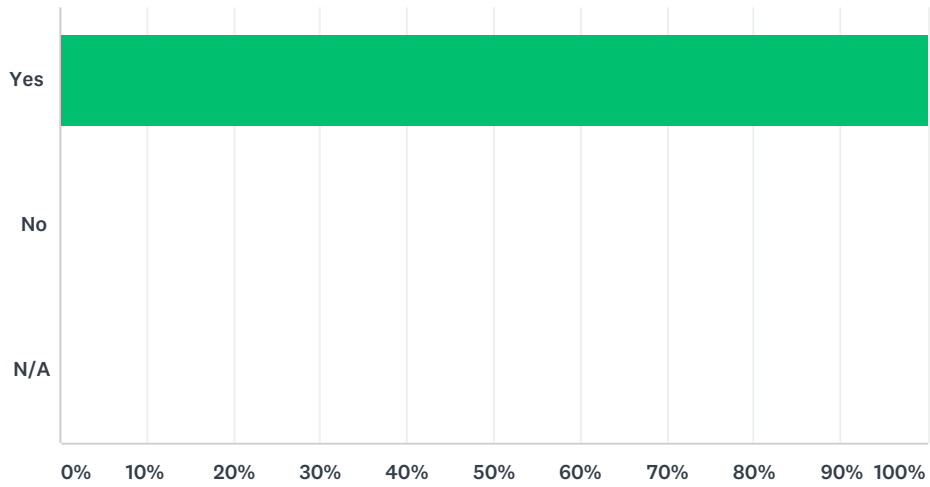
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Adequate	92.31%	12
Inadequate	7.69%	1
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

### Q15 Is there enough space for you to do your work in class?

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

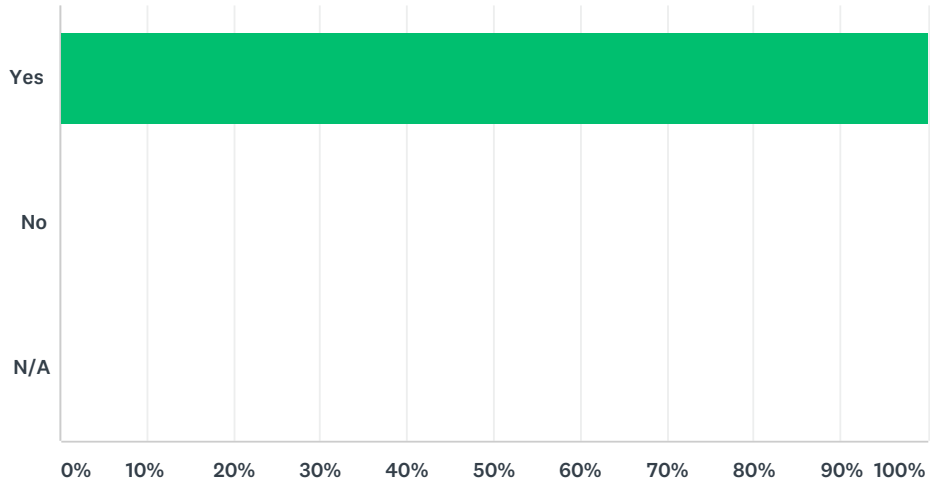


**Q16 Please elaborate on your responses and include any additional facilities-related comments:**

Answered: 6 Skipped: 7

### Q17 Did the course/program provide the necessary equipment?

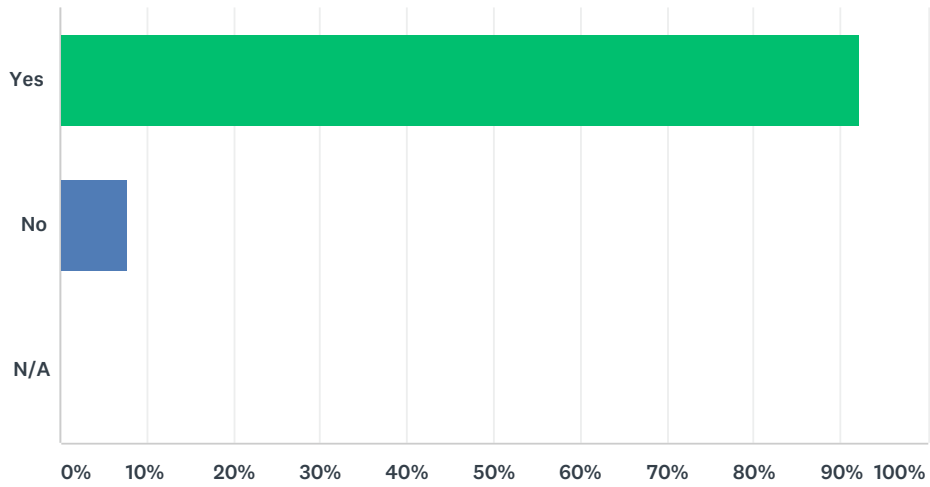
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

## Q18 Is enough time on equipment allowed for each student?

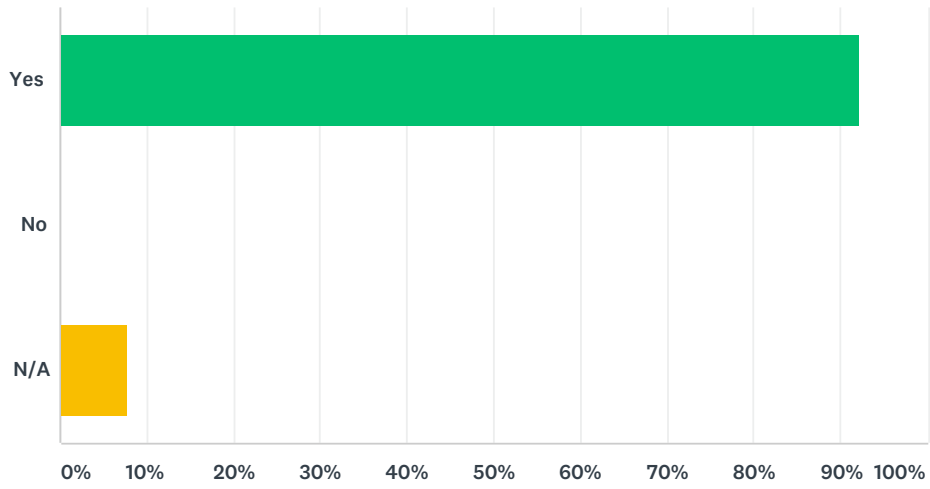
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.31%	12
No	7.69%	1
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

### Q19 Is equipment current?

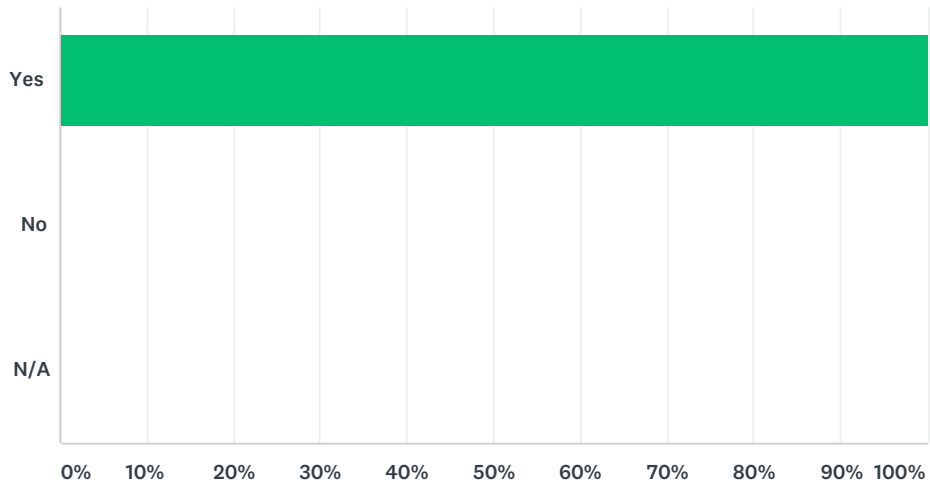
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.31%	12
No	0.00%	0
N/A	7.69%	1
<b>TOTAL</b>		<b>13</b>

## Q20 Is equipment generally in good operating condition?

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
N/A	0.00%	0
<b>TOTAL</b>		<b>13</b>

**Q21 Describe how this course/program could be improved to better meet the needs of the student at Lassen Community College.**

Answered: 6 Skipped: 7

**Q22 Provide any additional comments on the course or program:**

Answered: 3 Skipped: 10