

# INSTRUCTIONAL PROGRAM REVIEW

## **Program: Developmental Studies/Basic Skills**

Academic Year: 2024

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Accepted by Academic Senate: 12/17/2024

Accepted by Consultation Council: 01/13/2025

Accepted by Governing Board: 02/11/2025

# Executive Summary

The DSPTS program's Instructional Program Review (IPR) was approved in January 2023; however, it was outside the rotation cycle and is scheduled to return to the Academic Senate rotation in Fall 2024. Since the last review, the program has appointed a DSPTS Coordinator/Counselor and continues to contract for learning disability (LD) testing. Additionally, an Instructional Support Specialist in Adapted Physical Education was hired in Fall 2024, who will also provide assistance in the DSPTS Lab when not engaged in APE-related activities. The program still needs to recruit a Learning Disability Specialist and an Assistive Technology Specialist to enhance support and provide solutions involving technology. These roles are essential for aiding individuals with disabilities in accessing educational resources, improving communication, and enriching the overall learning experiences for both staff and students

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

DSPTS is aligned with the District's mission by responding to the needs of our diverse community through providing accommodations to students who may have physical, mental, and/or intellectual disabilities.

- Accommodation allows students to receive equal access to curriculum
- DSPTS professionals advocate for students by assisting them in navigating registration, academic planning, core steps that are needed for student success, course completion and building intellectual growth in lifelong learning.
- A Verification of Disability is required. Title II of the Americans with Disabilities Act provides for eligibility of services through guidelines, which must be adhered to by Disability Services. Documentation includes a physician's or other licensed professional's diagnosis and treatment. Depending upon the disability, documentation may also include a copy of services provided by verification by special education programs.

## SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

The DSPTS Program Overview:

We consistently work to assist students in attaining their educational and lifelong 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.

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 accommodations, support services, testing for learning disabilities, lifelong learning activities 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.

#### DSPS Objectives:

- Individual Consultation, Accommodation, and Service  
To ensure student access, as well as Section 504 and ADA compliance, an interactive process occurs during the initial interview between the student and DSPS representative.
- To continue student access, the interactive process is maintained throughout the student’s participation in college life. The critical requirement that occurs within the interactive process carefully identifies the student’s educational limitation(s) followed by the individualized accommodation, which acknowledges that every student with a disability is unique.
- Subsequently, the ongoing interactive process provides access, eliminates discrimination, and does not fundamentally alter the educational offering.
- The New Student Intake includes an interactive process where the student’s disability–related needs are discussed, relevant documentation is reviewed, and accommodations are approved, as appropriate. The interactive process is documented via the DSPS forms, which outlines the student’s disability and related educational limitations, approved accommodations, and referrals for other DSPS services. Both the student and their DSPS Specialist sign the DSPS forms and/or electronic copy is provided to the student, and it is saved in their files. The system manages DSPS student data, including appointments, disability intake information, case notes, and instructor notification memos. Students are informed that the AAP (Academic Accommodation Plan) can be updated at any time should needs change or if the agreed upon accommodations to prove insufficient to meet the student’s needs.
- DSPS intentionally collaborates with CalWORKs, EOP&S, CARE, TRIO TRACS, to evaluate if services can support DSPS program management outside of DSPS scope to further maximize the efficiency for student success.
- DSPS ensures access and appropriate programming for students across campus
- DPSP elected to change its name on November 19, 2019 from Disabled Students Programs and Service (DSP&S) to Disability Services & Programs for Students to reduce the stigmatizing effect of having the word “disability” in its title.
- DSPS contributes to student learning, development, and success by contributing to students’ formal education, which includes degrees, certificates, job placement and lifelong learning.
- DSPS counselors assist with contributions to the student’s progression and timely completion of educational goals via Student Education Plans (SEPs) completed for DSPS students in each semester (Fall, Spring & Summer) and if changes are needed the DSPS counselor will contact the student.

- DSPS helps students to acquire skills in time management, note-taking and test taking strategies, study skills and organizational skills.
- The LCC Adaptive Physical Education program is to make a lasting contribution to the lives of ALL students particularly students with disabilities by promoting safe, active, healthy lifestyles through the science of evolving and implementing a carefully designed instructional physical education program that is based on a comprehensive assessment, to give individual skills necessary for a lifetime of rich leisure, recreation and sport experiences to enhance physical fitness and wellness.

DSPS SLO's:

In 2024, the curriculum language and Student Learning Outcomes (SLOs) for Adaptive Physical Education, Computer Access, Basic Skills, and Counseling, Guidance, and Tutoring were updated to align with new standards. While Basic Skills and Counseling, Guidance, and Tutoring classes have been included in the DSPS IPR, faculty in the DSPS area feel that these courses should be categorized as a separate Special Program under Basic Skills for GED preparation.

Program Assessment for Improvement:

**SINCE THE LAST DSPS ANNUAL UPDATE IN 2023 THE FOLLOWING ACCOMPLISHMENTS HAVE OCCURRED:**

- Training provided to staff on the Early Alert System to report instructor concerns and kudos to the DSPS counselor. Will be changing to the new Conex System.
- Hired a full time Instructional Support Specialist in Adaptive Physical Education
- Upgrading assistive technology and software equipment
- Purchased a new mobility cart
- Purchased new computers
- Reinstating the DS computer classes and Math Lab

Not Accomplished:

- DSPS needs clerical support for ongoing legal responsibilities.  
Staff development funding for faculty members and ISS.
- IT staff member to attend annual accessibility training at the CCC HTC training unit.
- A contracted professional to repair and maintain exercise equipment to increase student completion of SLO objectives.  
Funding for a separate exercise room for ADPE.
- The District should correct/repair all safety hazards in the fitness center
- 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.
- Disabled parking for all buildings.
- Correct the egress issues in the women's restroom in the Creative Arts building.
- The District needs to correct the environmental temperature problems in the DSPS areas and all buildings on campus.
- Add adequate quiet space/rooms to give DSPS students a quiet area for studying/testing.

Five Year Goals for DSPS

- The DSPS is actively pursuing candidates for the following positions:
  1. Part-Time Faculty Learning Disabilities Specialist, DSPS

2. Part-Time Faculty Interdisciplinary Basic Skills Noncredit
3. Full Time Assistive Technology Specialist
4. Consider replacement for retiring Adaptive Physical Education Instructor

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- WORK WITH THE INSTITUTION TO IDENTIFY RELEVANT AND DESIRABLE STUDENT SUCCESS OUTCOMES

- ASSISTANCE WITH TRANSFER CENTER, OFFERING WORKSHOPS IN OUR HIGH TECH CENTER TO HELP WITH APPLICATIONS TO CSU AND OTHER COLLEGES

- Continue to provide Adaptive Physical Education courses to acquire the skills necessary for lifelong learning

#### **Inclusive and Equitable Educational and Work Environments**

- Begin creating a more welcoming space with our DSPS educational and work environment. Begin to include student success stories (with pictures) posted on the hallway walls, to provide inspiration to students as they walk into our space.
- Supply a budget line to faculty to keep water and healthy snacks in their offices for student needs.

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- ADAPTIVE PHYSICAL EDUCATION PROGRAM NEEDS ITS OWN SPACE FOR CLASSROOM/WORKOUT ACTIVITIES

- DSPS NEEDS A SMART LAB WITH UPDATED TECHNOLOGY AND RESOURCES

All campus classrooms need updated equipment from overhead projectors, smartboards, multimedia equipment

# Student Achievement and Learning Outcomes

## Trends and Patterns in Student Achievement

### Course Success Rates

Course Success Rate	2020-21	2021-22	2022-23	2023-24
<b>Program-Level</b>				
Developmental Studies Overall Success Rate	71%	74%	72%	82%
Lassen College Success Rate	77%	78%	78%	80%
<b>Course-Level</b>				
BS-170: Pre-High School Equiv Prep I	100%	100%	100%	100%
BS-171: Pre-High School Equiv Prep II				100%
CG-1: Success in College	62%	65%	51%	67%
CG-155: Study Strategies Lab				
DS-111: Computer Access II	0%			
DS-120: Adaptive Fitness	95%	95%	97%	98%
DS-122: Adaptive Weight Training	94%	99%	98%	98%
DS-153: Community Awareness 1				
DS-155: Ad Aqua For Phys				
DS-158: DS Adaptive Arts & Crafts				
<b>Modality</b>				
Cdcr/Fci F2f Education				82%
Incarcerated Correspondence Ed	62%	65%	51%	66%

Internet	94%	95%		
Main Campus	93%	100%	98%	98%
Other				

Examining this chart, the DSPS classes show an overall success rate of 10% based on the latest IPR results. The classes without data are non-credit courses, for which information is not collected. This is surprising, as they do have defined learning outcomes. The DS Computer Access classes have no data because they have either not been offered or no students have enrolled. The success of the DS classes can be attributed to the instructors' engagement with students, program directors, and care providers, as well as the community activities that instructors and faculty advisors facilitate to connect students with their community.

BS 170 has been very successful; however, BS 171 shows no data due to a change in the testing procedure. The success of the class stems from the collaboration between the manager and instructor in creating a structured environment for students. Additionally, their participation in program training further enhances this success.

CG-1: Success in College has seen an increase in enrollment due to additional sections in correctional institutions. The success of CG1 can be attributed to the in-person classes held at the correctional institutions and the consistent presence of the same students in each session.

Course Success Rate	2020-21	2021-22	2022-23	2023-24
<b>Program-Level</b>				
Developmental Studies Overall Success Rate	71%	74%	72%	82%
Lassen College Success Rate	77%	78%	78%	80%
<b>Gender</b>				
Female	93%	87%	85%	94%
Male	67%	70%	65%	76%
Unreported				100%
<b>Ethnicity</b>				

American Indian or AK Native	75%	75%	100%	78%
Asian	41%	71%	71%	100%
Black or African American	55%	54%	43%	56%
Hispanic or Latinx	73%	73%	60%	74%
Pacific Islander or HI Native	50%	67%	0%	
Two or More Races	88%	67%	0%	100%
Unreported	83%	91%	65%	86%
White	79%	85%	90%	92%

Since 2023, we have observed a continued increase in the number of males and females eligible for the DSPS program. We have achieved high success rates among students from various diverse ethnic groups, consistently exceeding the college average in course success. Notably, our success rate has significantly improved for the Hispanic/Latinx population. Furthermore, we also maintain a high success rate for students aged 50 and older.

**Course Retention Rates**

Course Retention Rate	2020-21	2021-22	2022-23	2023-24
<b>Program-Level</b>				
Developmental Studies Overall Retention Rate	85%	83%	92%	94%
Lassen College Retention Rate	88%	89%	90%	91%
<b>Course-Level</b>				
BS-170: Pre-High School Equiv Prep I	100%	100%	100%	100%
BS-171: Pre-High School Equiv Prep II				100%

CG-1: Success in College	80%	76%	86%	87%
CG-155: Study Strategies Lab				
DS-111: Computer Access II	100%			
DS-120: Adaptive Fitness	96%	96%	98%	100%
DS-122: Adaptive Weight Training	94%	100%	99%	100%
DS-153: Community Awareness 1				
DS-155: Ad Aqua For Phys				
DS-158: DS Adaptive Arts & Crafts				
<b>Modality</b>				
Cdcr/Fci F2f Education				82%
Incarcerated Correspondence Ed	80%	76%	86%	88%
Internet	96%	97%		
Main Campus	93%	100%	99%	100%
Other				

According to this chart, DS 111 has no data due to classes not being offered or a lack of enrollment. However, DS 120 and DS 122 have demonstrated strong retention rates since the last IPR. It's unclear why there is no data for the non-credit classes DS 153, 155, and 158. BS 170 and BS 171 have maintained steady retention rates. CG-1 has seen a slight increase in retention, although it should have improved more significantly given its offerings at correctional centers. Additionally, CG 155, another non-credit lab, also has no data available.

<b>Course Retention Rate</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Program-Level</b>				
Developmental Studies Overall Retention Rate	85%	83%	92%	94%
Lassen College Retention Rate	88%	89%	90%	91%
<b>Gender</b>				
Female	96%	91%	97%	97%
Male	82%	80%	89%	92%
Unreported				100%
<b>Ethnicity</b>				
American Indian or AK Native	100%	100%	100%	100%
Asian	65%	76%	71%	100%
Black or African American	78%	68%	84%	81%
Hispanic or Latinx	86%	82%	89%	91%
Pacific Islander or HI Native	50%	100%	0%	
Two or More Races	100%	80%	67%	100%
Unreported	83%	91%	88%	93%
White	88%	90%	98%	97%

## AWARDS

<b>Degree and Certificates</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Development Studies Awarded	0	0	0	0
Lassen College Degrees Awarded	345	297	392	360
Development Studies Certificates Awarded	0	0	0	0
Lassen College Certificates Awarded	164	108	173	261
<b>Degree or Certificate Program</b>				

DSPS does not offer certificates or degrees; instead, it provides support services, specialized instruction, counseling, assessments, and educational accommodations to students with disabilities. This is in line with evolving state and federal laws that protect the rights of individuals with disabilities and ensure they have equal access to higher education.

### **Achievement**

In reviewing the data on course success and retention within the DSPS program, we have observed positive results that reflect the effectiveness of our support services. However, it is important to note that the DSPS program does not offer any awards, certificates, or degrees. Instead, our focus remains on providing essential services and accommodations to ensure that students with disabilities have the necessary support to succeed academically.

### **Equity**

The data trends indicate that course success and retention rates have been positive overall. However, we have identified equity gaps, particularly among the small percentage of Black or African American students on campus, who may not be seeking assistance from the DSPS program. This highlights the need for targeted outreach and support to ensure that all students, regardless of background, have access to the resources they need to succeed.

## STUDENT LEARNING OUTCOMES

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly helps evaluate student learning and identify emerging program needs. There is a link between SLO assessment results, SLO improvement plans, and curriculum review and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for faculty review through its self-updating, interactive dashboards, and reports. Feedback and narrative from the SharePoint tool will be included in the reports.

\*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as a result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made per District tracking procedures (i.e., may be paper-based or electronic).

- Provide an analysis of the 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.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Course Assessed	Recommendations for Improvement
BS-170: Pre-High School Equiv Prep I	<p>Increase collaboration in Adult Education</p> <p>*This course is supported with Adult Education funds and any needs are listed in the Adult Education NIPR</p>
BS-171: Pre-High School Equiv Prep II	<p>Increase collaboration in Adult Education</p> <p>*This course is supported with Adult Education funds and any needs are listed in the Adult Education NIPR</p>
CG-1: Success in College	<p>CG-1: Strategies for Creating Success in College and in Life should be a required course for all students to take during their first year in college or prior to entering college. This course equips students with essential skills and strategies to navigate their academic and personal lives effectively.</p>
CG-150: College Success Skill Workshop	<p>CG 150 College Success should be a mandatory course for students enrolling in college during their first year,</p>

Course Assessed	Recommendations for Improvement
	prior to the start of classes. Continue to offer during the school year.
CG-155: Study Strategies Lab	<p>CG 155 Study Strategies Lab is designed to equip students with essential study skills and provide course-specific assistance for those experiencing difficulties. This lab should be mandatory for students who are missing classes, failing to submit assignments, or struggling in their courses.</p> <p>Students assigned to the Study Lab should be required to attend that specific class rather than moving from one lab to another. Increase the time allowed within the class.</p>
DS-110: Computer Access 1	Look at rewriting the class for basic applications of computer of basic computer usage to increase enrollment
DS-111: Computer Access II	Change Computer Access 1
DS-112: Computer Access Projects	Look at adaptive equipment to assist students in their learning experience
DS-113: DS Personal Assessment	LD Testing due to Instructors limitation on how sign up students low or high enrollment collect additional data
DS-120: Adaptive Fitness	Own facility to enhance learning experience by having a dedicated equipment
DS-122: Adaptive Weight Training	Own facility to enhance learning experience by having a dedicated equipment
DS-153: Community Awareness 1	Classrooms need to be equipped with functional equipment and the pen needs to be replaced in the classroom or instructors need to have their own pens assigned. The equipment needs to serve in multi-faceted needs for the students that are in the classroom. Such as good working conditions and

Course Assessed	Recommendations for Improvement
	access to video/DVD machines and purchase updated programs or license to programs.
DS-155: Ad Aqua For Phys	<p>Investigate new concepts and explore new exercise and equipment to enhance the learning experience for students</p> <p>DS-155: DS Adaptive Aqua for Physical limitations. If correctional students are not required to pay for classes, why must students in this course with intellectual disabilities, who receive supportive financial assistance, be obligated to pay fees?</p>
DS-158: DS Adaptive Arts & Crafts	<p>DS-158: DS Adaptive Arts &amp; Crafts. If correctional students are not required to pay for classes, why must students in this course with intellectual disabilities, who receive supportive financial assistance, be obligated to pay fees?</p> <p>Increase the DSPS budget to acquire more supplies and create a designated classroom that includes a secure area for storing equipment and materials.</p>

**COURSE SLO ASSESSMENT RESULTS**

In this section, the outcomes that were assessed over the last 5 academic years are reviewed and analyzed.

**BS-170: PRE-HIGH SCHOOL EQUIV PREP I**



### CSLO Assessment Results

### BS-170: Basic Skills: Pre High School Equivalency Preparation I

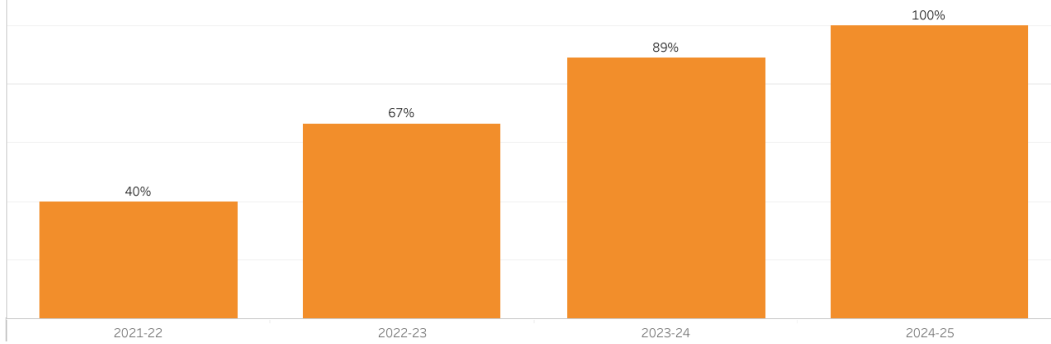
Academic Year  
Multiple values

Semester  
All

CSLO Number  
All

Course ID  
BS-170

CSLO-1: Demonstrate readiness for completing the high school equivalency test by either showing improvement in the CASAS diagnostic tool assessment (pre and post assessment results) or by passing two areas of the HiSET Exam (the California High School Equivalency)



CSLO Results by Semester

## BS-171: PRE-HIGH SCHOOL EQUIV PREP II



### CSLO Assessment Results

### BS-171: Basic Skills: Pre High School Equivalency Preparation II

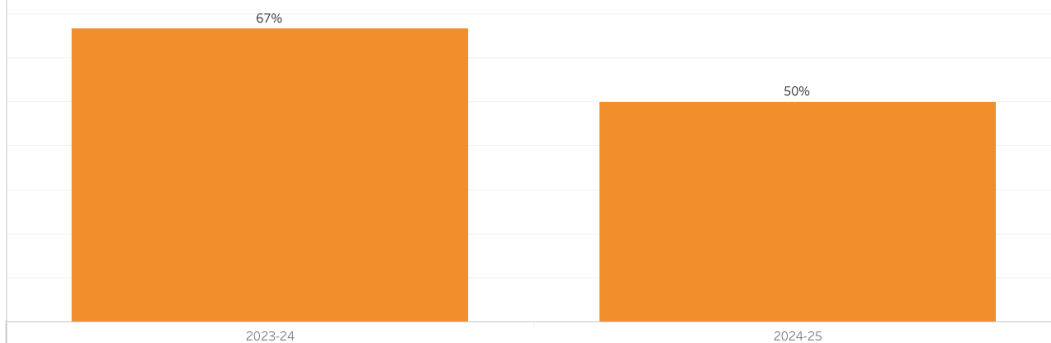
Academic Year  
Multiple values

Semester  
All

CSLO Number  
All

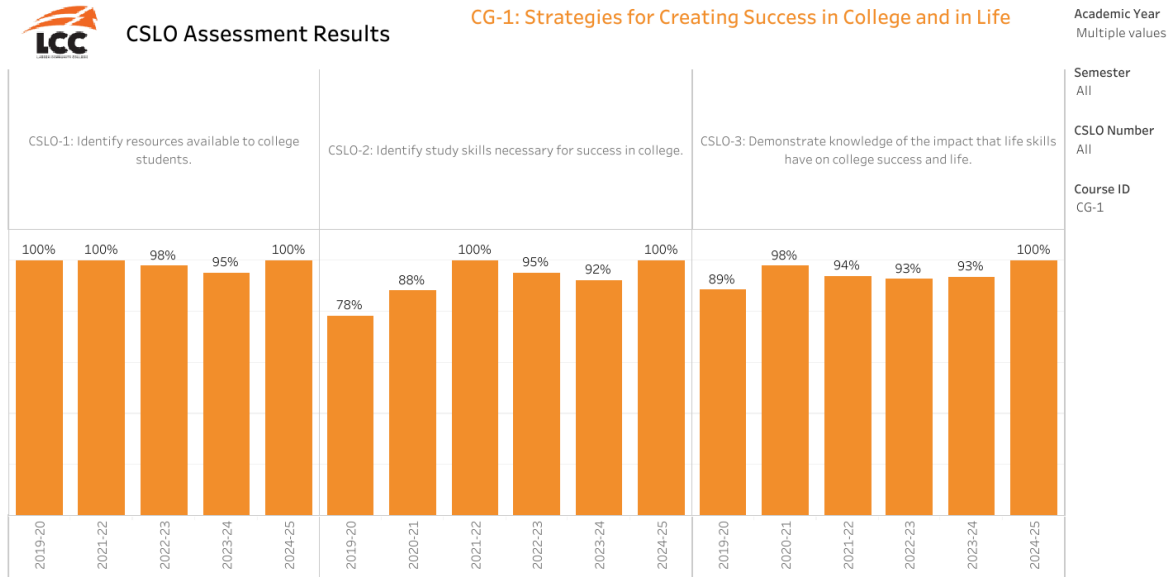
Course ID  
BS-171

CSLO-1: Demonstrate readiness for completing the high school equivalency test by either showing improvement in the CASAS diagnostic tool assessment (pre and post assessment results) or by passing three areas of the HiSET Exam (the California High School Equivalen



## CG-1: SUCCESS IN COLLEGE

The results have shown consistency since the pandemic



CSLO Results by Semester

Course ID	CSLO Num.	2019-20			2020-21			2021-22			2022-23			2023-24			2024-25
		Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..
CG-1	CSLO-1		100%						100%		100%	96%	98%	100%	92%	100%	100%
	CSLO-2		78%	85%		87%	100%		100%		89%	97%	100%	96%	84%	100%	
	CSLO-3	100%	100%	76%	100%	100%	96%	100%	100%	91%	91%	88%	100%	100%	89%	100%	100%

## CG-150: COLLEGE SUCCESS SKILL WORKSHOP

To my knowledge, this class has not been offered, so no results are available.

## CG-155: STUDY STRATEGIES LAB

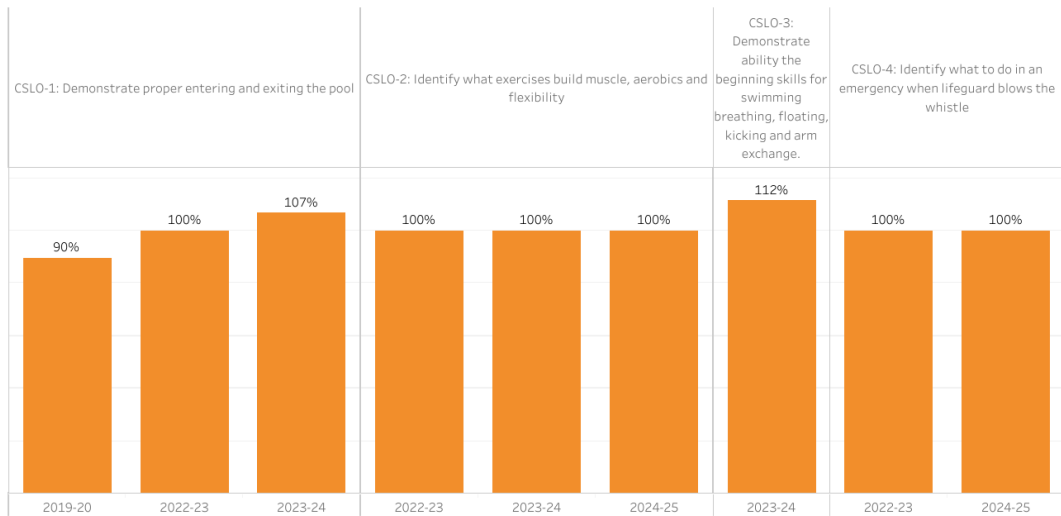
The results are not accurate because of the previous attendance tracking methods. However, the athletic director has implemented a new attendance process that will provide more accurate results moving forward.



**CSLO Assessment Results**

**DS-155: Adaptive Aquatics for the Physically Limited**

Academic Year  
Multiple values



Semester  
All  
CSLO Number  
All  
Course ID  
DS-155

**CSLO Results by Semester**

Course ID	CSLO Numb..	2019-20		2022-23	2023-24		2024-25
		Summer	Fall	Fall	Summer	Fall	Summer
DS-155	CSLO-1	82%	100%	100%	100%	111%	
	CSLO-2			100%	100%		100%
	CSLO-3				75%	143%	
	CSLO-4			100%			100%

**DS-110: COMPUTER ACCESS 1**

DS-110 has not been offered since the 2019-2020 Academic Year. It had one of the outcomes assessed during this time. The course will be offered again in Spring of 2025.

**DS-111: COMPUTER ACCESS II**



### CSLO Assessment Results

### DS-111: Computer Access II

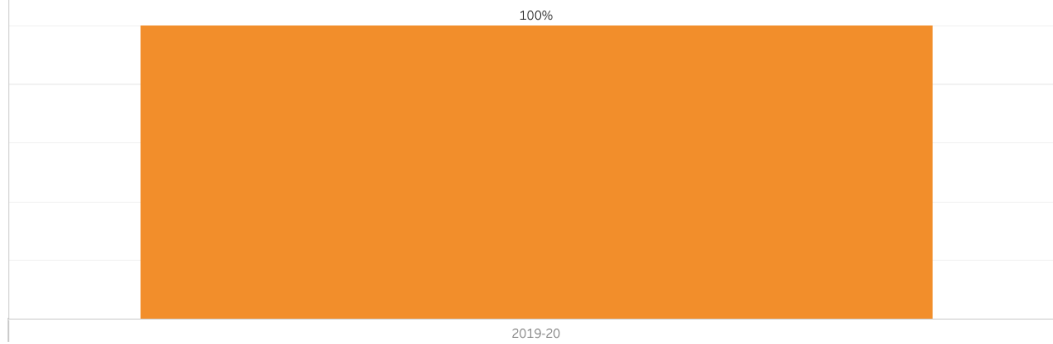
Academic Year  
Multiple values

Semester  
All

CSLO Number  
All

Course ID  
DS-111

CSLO-1: Produce a functional document using a word processing, database or spreadsheet program on a computer in conjunction with appropriate soft/hard ware adaptive technologies.



DS-111 has not been offered since the 2019-2020 Academic Year. It had one of the outcomes assessed during this time. The course will be offered again in Spring of 2025.

### DS-112: COMPUTER ACCESS PROJECTS



### CSLO Assessment Results

### DS-112: Computer Access Projects

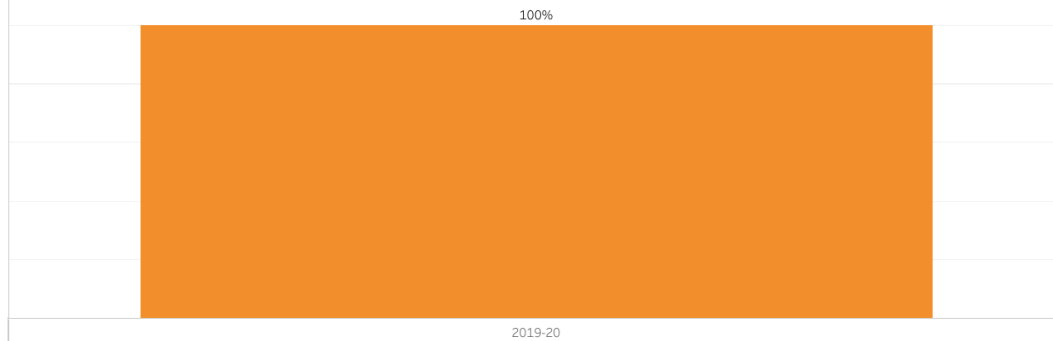
Academic Year  
Multiple values

Semester  
All

CSLO Number  
All

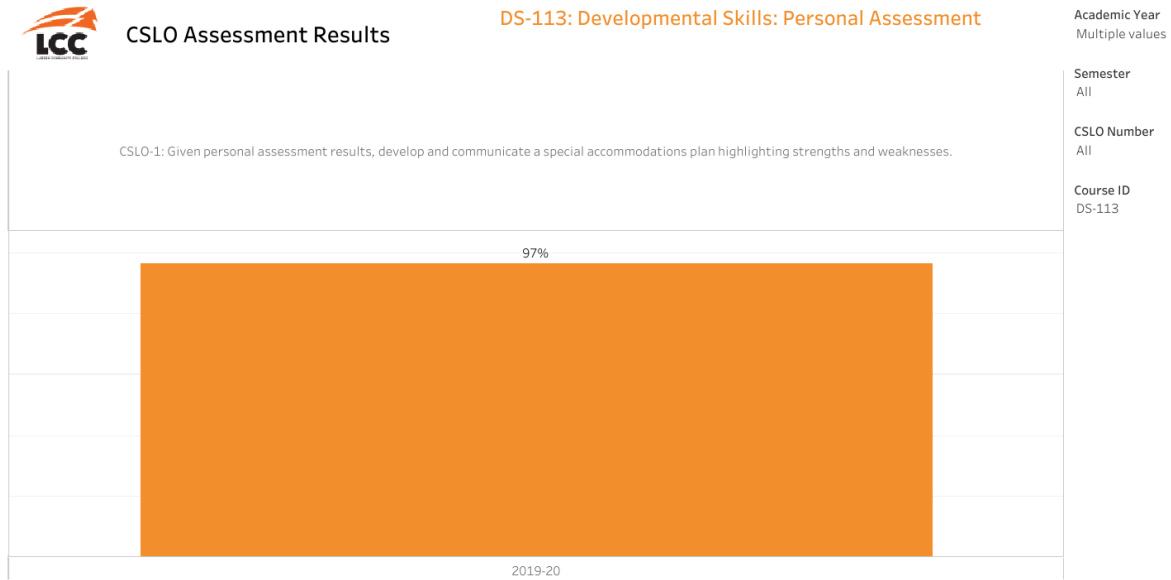
Course ID  
DS-112

CSLO-1: Present and explain an independent project utilizing appropriate soft/hard ware adaptive technologies.



DS-112 has not been offered since the 2019-2020 Academic Year. It had one of the outcomes assessed during this time. The course is expected to be offered again in the coming semesters

DS-113: DS PERSONAL ASSESSMENT



DS-113 has not been offered since the 2019-2020 Academic Year. It had one of the outcomes assessed during this time. The course will be offered again in Spring of 2025.

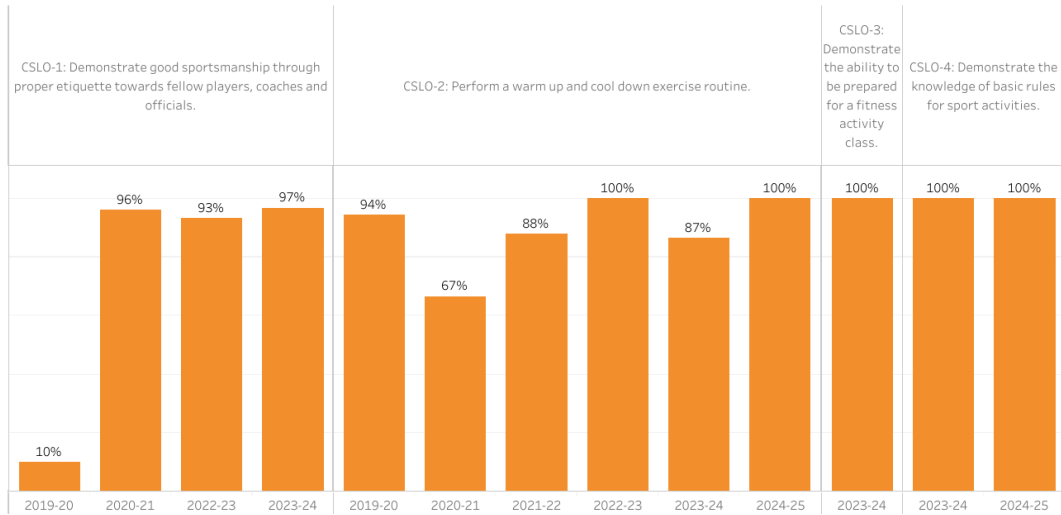
**DS-120: ADAPTIVE FITNESS**



**CSLO Assessment Results**

**DS-120: Adaptive Fitness**

Academic Year  
Multiple values



Semester  
All  
CSLO Number  
All  
Course ID  
DS-120

**CSLO Results by Semester**

Course ID	CSLO Numb.	2019-20			2020-21		2021-22			2022-23			2023-24			2024-25
		Summer	Fall	Spring	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
DS-120	CSLO-1	16%		0%	96%							90%	95%	95%	100%	
	CSLO-2		94%		67%	80%	93%	100%	100%	100%		80%		100%	100%	
	CSLO-3												100%			
	CSLO-4													100%		100%

The current DS 120 class offered at LCC has stable and consistent enrollment, along with notable student progress.

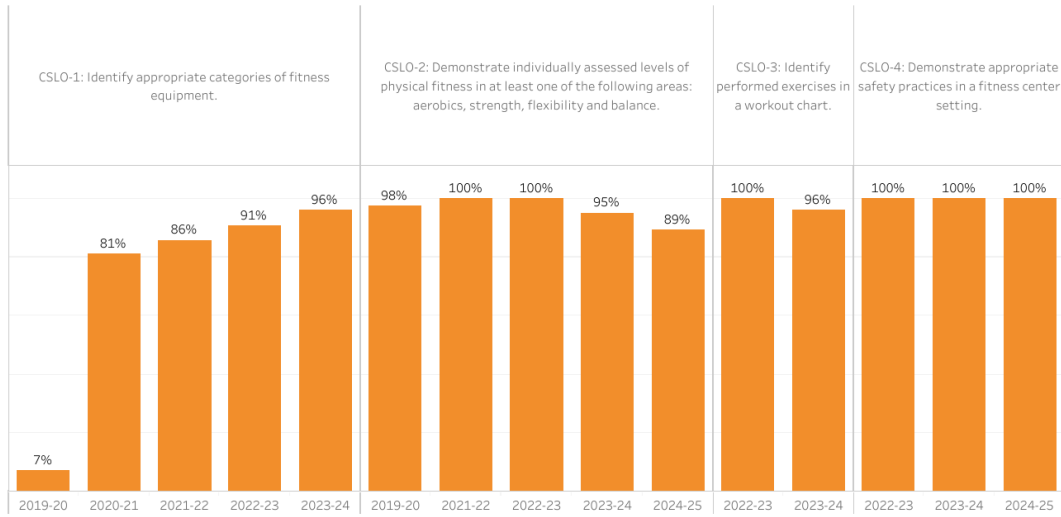
**DS-122: ADAPTIVE WEIGHT TRAINING**



**CSLO Assessment Results**

**DS-122: Adaptive Individual Sports: Weight Training**

Academic Year  
Multiple values



Semester  
All  
CSLO Number  
All  
Course ID  
DS-122

**CSLO Results by Semester**

Course ID	CSLO Num.	2019-20			2020-21			2021-22			2022-23			2023-24			2024-..
		Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..
DS-122	CSLO-1	17%		0%	64%	98%	73%	86%				91%	92%	100%			
	CSLO-2		98%					100%	100%	100%	100%	100%	0%	100%	100%	89%	
	CSLO-3									100%		92%	100%				
	CSLO-4									100%				100%		100%	

The current DS 122 class offered at LCC has stable and consistent enrollment, along with notable student progress.

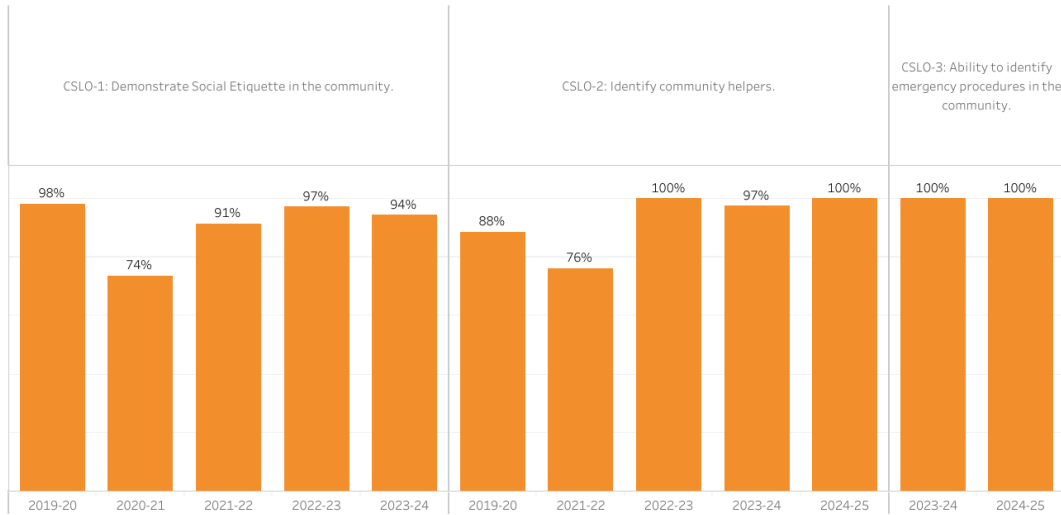
**DS-153: COMMUNITY AWARENESS 1**



**CSLO Assessment Results**

**DS-153: Community Awareness I**

Academic Year  
Multiple values



Semester  
All

CSLO Number  
All

Course ID  
DS-153

**CSLO Results by Semester**

Course ID	CSLO Numb..	2019-20			2020-21			2021-22			2022-23			2023-24			2024-..
		Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..	Fall	Spring	Summ..
DS-153	CSLO-1		96%	100%	57%	92%	80%	91%			100%	96%	91%	100%			
	CSLO-2	88%						63%	100%	100%	100%	96%		100%			100%
	CSLO-3													100%			100%

The current DS 158 class offered at LCC has stable and consistent enrollment, along with notable student progress.

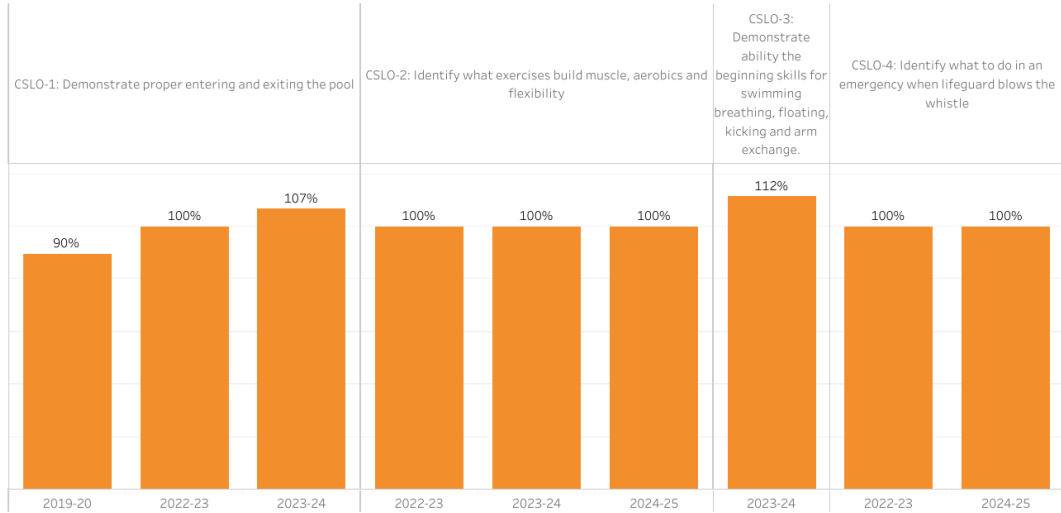
DS-155: AD AQUA FOR PHYS



CSLO Assessment Results

DS-155: Adaptive Aquatics for the Physically Limited

Academic Year  
Multiple values



Semester  
All  
CSLO Number  
All  
Course ID  
DS-155

CSLO Results by Semester

Course ID	CSLO Numb..	2019-20		2022-23	2023-24		2024-25
		Summer	Fall	Fall	Summer	Fall	Summer
DS-155	CSLO-1	82%	100%	100%	100%	111%	-
	CSLO-2	-	-	100%	100%	-	100%
	CSLO-3	-	-	-	75%	143%	-
	CSLO-4	-	-	100%	-	-	100%

The current DS 155 class offered at LCC has stable and consistent enrollment, along with notable student progress.

**DS-158: DS ADAPTIVE ARTS & CRAFTS**



**CSLO Assessment Results**

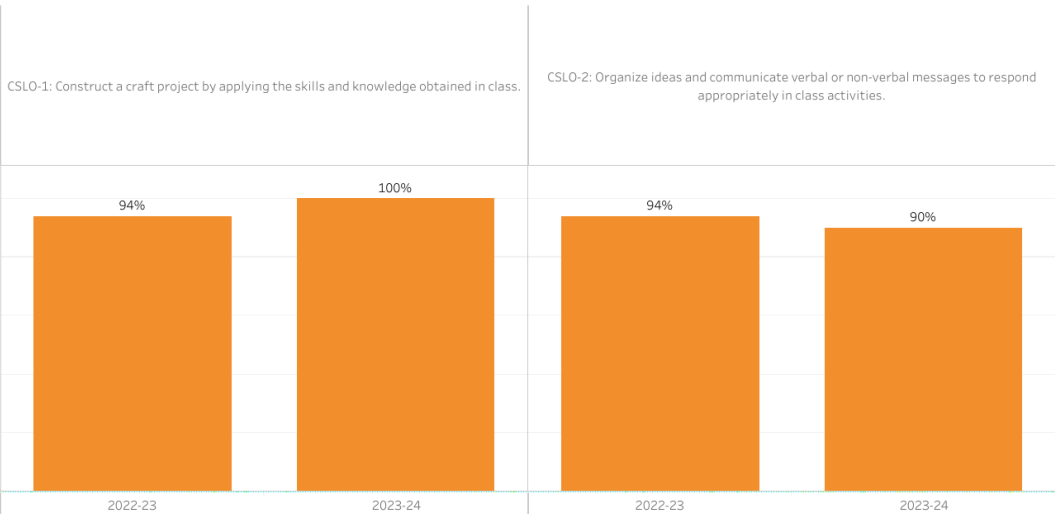
**DS-158: Developmental Studies - Adaptive Arts & Crafts**

Academic Year  
Multiple values

Semester  
All

CSLO Number  
All

Course ID  
DS-158



**CSLO Results by Semester**

Course ID	CSLO Numb..	2022-23		2023-24	
		Fall	Spring	Fall	Spring
DS-158	CSLO-1	100%	91%	100%	
	CSLO-2	100%	91%		90%

The current DS 158 class offered at LCC has stable and consistent enrollment, along with notable student progress.

## PROGRAM STUDENT LEARNING OUTCOMES

DSPS, Basic Skills, and the CG courses are not within a specific degree or certificate program; therefore, there are no Program Student Learning Outcomes to assess.

## ENROLLMENT MANAGEMENT

<b>Developmental Studies</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Developmental Studies Enrollment Overall	686	903	807	1008
Lassen College Census Enrollment	12,243	11,847	11,195	11,922
Developmental Studies Full-Time Equivalent Students (FTES)	69.7	75.2	56.1	54.6
Lassen College Full-Time Equivalent Students (FTES)	1,341.4	1,268.5	1,200.8	1,282.7
Developmental Studies Number of Sections	32	43	46	58
Lassen College Number of Sections	751	812	766	772
Developmental Studies Full-Time Equivalent Faculty (FTEF)	3.1	4.0	3.8	4.3
Lassen College Full-Time Equivalent Faculty (FTEF)	70.4	74.2	72.2	73.2
Developmental Studies FTES/FTEF	22.3	18.9	14.6	12.8
Lassen College FTES/FTEF	19.1	17.1	16.6	17.5

<b>Course Enrollment</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Program-Level</b>				
Developmental Studies Overall Enrollment	686	903	807	1,008

Lassen College Enrollment	12,243	11,847	11,195	11,922
<b>Course-Level</b>				
BS-170: Pre-High School Equiv Prep I	46	37	36	45
BS-171: Pre-High School Equiv Prep II	0	0	0	9
CG-1: Success in College	345	421	201	172
CG-155: Study Strategies Lab	82	212	264	466
DS-111: Computer Access II	1	0	0	0
DS-120: Adaptive Fitness	56	83	66	63
DS-122: Adaptive Weight Training	83	84	94	102
DS-153: Community Awareness 1	73	66	71	70
DS-155: Ad Aqua For Phys	0	0	29	37
DS-158: DS Adaptive Arts & Crafts	0	0	46	44
<b>Modality</b>				
Cdcr/Fci F2f Education	0	0	56	251
Incarcerated Correspondence Ed	345	421	201	161
Internet	274	161	0	0
Main Campus	67	321	550	559
Other	0	0	0	37

<b>Enrollment</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Program-Level</b>				
Developmental Studies Overall Enrollment	686	903	807	1008
<b>Gender</b>				
Female	146	268	290	307
Male	540	635	513	700
Unreported	0	0	4	1
<b>Ethnicity-Race-Ancestry</b>				
American Indian or AK Native	12	12	13	18
Asian	19	20	9	31
Black or African American	106	137	75	102
Hispanic or Latinx	187	259	212	295
Pacific Islander or HI Native	2	7	2	7
Two or More Races	15	26	26	38
Unreported	22	38	43	46
White	323	404	427	471

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF) please provide an analysis of efficiency gaps and accomplishments

The absence of a replacement for the LD specialist will result in a decline in sections for certain classes. Without an LD instructor, this will impact student demographics. DSPS is successful in retaining and bringing students back to campus, serving all age groups, including those aged 50 and older.

Enrollment varies from semester to semester. The number of students can fluctuate significantly between semesters, depending on whether they are proficient in BS 170 to continue to BS 171.

## Curriculum

### Degrees and/or Certificates

Degree or Certificate Title	Award Type	Term of Last Revision
DSPS has no degrees or certificates		
Basic Skills/Prep for High School offers certificates of completion		

### Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

All courses were updated in the fall of 2024, and no courses have been deleted since the last IPR was written in 2023.

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. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and 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.” All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

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.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course Assessed	Last Offered	Term of Last Revision
BS-170: Pre-High School Equiv Prep I	Fall 2024	Fall 2024
BS-171: Pre-High School Equiv Prep II	Fall 2024	Fall 2024
CG-1: Success in College	Fall 24	Fall 2024
CG-150: College Success Skill Workshop	Fall 2024...	Fall 2024
CG-155: Study Strategies Lab	Fall 2024	Fall 2024
DS-110: Computer Access 1	Fall 2022	Fall 2024
DS-111: Computer Access II	Fall 2019	Fall 2024
DS-112: Computer Access Projects	Fall 2019	Fall 2024
DS-113: DS Personal Assessment	Fall 2019	Fall 2024
DS-120: Adaptive Fitness	Fall 2024	Fall 2024
DS-122: Adaptive Weight Training	Fall 2024	Fall 2024
DS-153: Community Awareness 1	Fall 2024	Fall 2024
DS-155: Ad Aqua For Phys	Fall 2024	Fall 2024
DS-158: DS Adaptive Arts & Crafts	Fall 2024	Fall 2024

Provide a narrative of revisions made.

Articulation/Integration of Curriculum

- 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 / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

## External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

ADA, Mandatory Reporting, MIS, services we provide, admit Title V regulation and what it includes Section 504, Title IX, CA ED Code, BP's and AP's, CA Department of Fair Employment and Housing, Office of Civil Rights

## External Analysis: Job Market Assessment- Not Applicable for DSPS

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

## Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

**DSPS collaborates with local community agencies** by hosting an annual advisory group. This group meets once a year

- Department of Rehabilitation
- Far Northern Regional Center
- Lassen Life Skills, North Valley Services, Lassen High Transition Partnership and Workability Program
- Lassen County Office of Education /Special Education
- DSPS Staff

## Outreach and Campus Engagement

- Presentation across campus to educate faculty,

staff, and students about available services through DSPS

- DSPS Accommodations
- DSPS Orientation for new students
- Alternate Media

The DSPS Program Specialist completed outreach activities at the local high schools by providing core steps and matriculation support to students who are served in Special Education or through a Section 504 plan.

## **Academic Planning Analysis Summary**

Summarize the key findings from the program analysis and outline opportunities for change.

The DSPS program does not offer degrees or certificates, and none of the developmental classes are included in transfer or vocational degrees or certificates. The primary purpose of these classes is to support students in their regular college courses through the Learning Disabilities and High Tech Center (LD/HTC) programs or to promote personal development in the Adaptive Physical Education (ADPE) program.

The ADPE program remained active during the pandemic; however, upon returning to in-person classes, some students did not come back due to a shortage of staff in the programs.

## Section 2: Human Resource Planning

### Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty	Other
Previous Year	Adapted PE Instructor DSPS Counselor	BS Instructor Success in College Labs	DSPS ISSI DSPS ISS for APE Temporary DSPS 3 Student Workers
Current Year	Coordinator/ Counselor Adapted PE Instructor	DSPS LD Specialist Tester BS Instructor Success in College Labs	DSPS ISSI DSPS ISS for APE DSPS 3 Student Workers (paid by financial aid)
Next 2 Years	Coordinator/Counselor [Adapted PE Instructor LD Specialist AT Specialist	BS Instructor High Tech Center Specialist Success in College Lab	DSPS ISSI DSPS ISS for APE DSPS 3 Student Workers

Provide a narrative that describes the program’s faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program’s needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

As DSPS progresses, we still need a permanent LD Specialist. This specialist is responsible for verifying eligibility for students with learning disabilities, conducting learning disability assessments, and recommending educational accommodations.

Enrollment in the program will improve once a credit instructor for DSPS is hired, allowing us to offer academic support classes again. Additionally, it’s essential that our curriculum remains relevant to the current needs of our student population, and we are exploring the possibility of introducing transitional living courses for our students.

## Professional Development

Provide a description and associated outcomes related to the program’s target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

The DSPS needs to allocate funding to training for all faculty in the program in state wide trainings. Allocate funding for ISS to be trained in areas necessary. The DSPS program needs create a new position for the LD Lab/High-tech Center of an ISS III to handle the increasingly complex adaptive computer software and hardware assistance for students or identify a LD Lab/High Tech Center specialist.

### DSPS Faculty Training

<b>DSPS Directors Training</b>	<b>All Faculty and Staff CAPED Conference</b>
<b>DSPS Regional Meetings</b>	<b>CCC IT Training</b>
<b>CCC Accessibility Training</b>	<b>CCC Adaptive PE Conference</b>
<b>Basic Skills</b>	<b>Faculty/Director of Continuing Education</b>
<b>CAEP Summit</b>	<b>CAEP Summit</b>
<b>CASAS Summer Institute</b>	<b>CASAS Summer Institute</b>
<b>Aztec Onboarding</b>	<b>Aztec Onboarding</b>
<b>Varied Webinars for CAEP programming</b>	<b>Varied Webinars for CAEP programming</b>

## Section 3: Infrastructure Planning

### Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

As the college progresses with relocating its services and programs to new facilities on the LCC campus, it is essential to consider ADA requirements that will impact the needs of both students and staff. The college must ensure that DSPS services are not only accessible but also more visible to the entire college community. With ongoing improvements aimed at providing centralized student support services, there should be a district-wide discussion and planning regarding facilities. Furthermore, DSPS faculty and staff should actively collaborate in the facilities planning process to address safety, legal considerations, and ADA compliance, particularly concerning ADPE and LD/HTC programs.

- Enhance air quality and ventilation through effective heating and air conditioning in offices, classrooms, the fitness center, gymnasium, and wrestling room to improve student comfort and well-being, fostering a more conducive learning environment. Limited floor area in the fitness center, little room for equipment and movement making it questionable compliance issues about safety.
- The maintenance of facilities utilized by DSPS students requires enhancement for health and safety reasons. For instance, the weight room, gymnasium, locker rooms, and track need improvements in accessibility and sanitation to help prevent injuries and illnesses.
- Ensure sufficient climate-controlled storage space for equipment, as current options are limited and often involve storing equipment in locker rooms and other areas not intended for storage.
- Designate a separate space for the ADPE facility as the college progresses in developing new Physical Education and Athletic facilities.
- As LCC advances in rebuilding the soccer field, they should also consider constructing a suitable track to improve the learning experience for all students and community programs.
- Ensuring sufficient accessible parking spaces is essential, as students with physical limitations and the aging population require closer parking options.

- Sufficient space for accessible technology is necessary, as each piece of equipment requires its own area to enhance the learning experience and accessibility for students.

## Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

### Current regulations

Per Title 5, the DSPS program is not allowed to use categorical funds for Furniture, carpet, staff equipment or classroom/building/office modifications.

District/facilities required to maintain

- LCC District comes up with service agreement for ADPE equipment which should have a maintenance/service agreements in order to keep the equipment in excellent working order and to reduce safety hazards.
- As the equipment in the ADPE area becomes worn out or unsafe needs to be replaced
- Equipment in ADPE needs to stay current with state of the art equipment; the current inventory of fitness gym should be explored for the option to lease equipment with a service contract.

- There is a need to regularly purchase/replace individual pieces of fitness equipment like mats, bands, heart rate monitors, fitbits, yoga straps and blocks. These funds are not usually made available, so equipment is either purchased by **DSPS** and shared in some PEAC courses or is purchased by individual instructors (and then lost or stolen when the room is left open and unattended unless instructors remove their supplies/equipment immediately after class.
- DSPS needs to purchase an updated motorized chair

## Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

The DSPS LD Lab/HTC has eight student computers (5 years old). These computers are used for instruction and have adaptive software installed. DSPS ISS has a desktop computer with two monitors. All of her technology hardware is used for instructional support. There is also a networked copier in the LD Lab for instructional support and student use.

Coordinator/Counselor and Adapted PE Instructor both each have one laptop computer with a docking station available. The ADPE program has no assistive technology.

- DSPS Coordinator/Counselor has a laptop and two screen monitors; plus a small printer that occasionally works
- ISS I in the DSPS lab has tower and two screen monitors
- DSPS Adaptive PE Instructor has laptop and screen monitor and the ISS on the opposite side of office has an old tower and screen monitor.

- Evaluation: The computers are outdated in program and need to be updated. DSPS needs to identify an IT individual to send to trainings to make sure we are current with adaptive technologies. The ADPE instructor believes that every student in DS 153 should have use of a computers plus training.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

#### Increase assistive Technology

- Laptops and tablets (ADPE)
- Wireless microphones (ADPE)/stereo
- Recertification of accessibility license on software
- Fitbits for ADPE students in fitness class
- FM system for auditory processing (\$750/unit)
- Computer upgrades
- Provide all class room teaching stations with proper working equipment from smart boards, DVD/Video players, projectors and speakers.
- Budget line to consider any unknown assistive technology

## Section 4: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes
Add a line-item budget from the general fund for the DSPS Program covering the cost of a full-time classified position for the LD/Hi-Tech center program.	No funding for LD/Hi-Tech Center program.	Provide adequate staff for students to enhance their success at college.
Improve facility and parking areas to mitigate safety issues and comply with ADA	Nothing in this area has been completed or even underway	Provide a safe environment for students, prevent accidents, and comply with ADA requirements
The District shall establish a replacement/upgrade plan for hardware and software in LD/Hi-tech program.	Nothing in this area has been completed or even underway	Allow disabled students access and accommodations. Prevent equipment failure and keep hardware/software updated for student use.
Add a line-item budget from the general fund, utilizing Prop. 30 funds for the DSPS program covering the cost of LD/Hi-tech program	Nothing in this area has been completed or even underway	Provide augmentation of DSPS budget to lessen the 2009 40% budget reduction from the state.
Develop a retention program for DSPS students in their second semester of college	Attempting to hire a part-time instructor for DSPS/LD specialist	Increase FTE and retain more students in the program and in the college from one year to the next
Have an annual college-funded line item in the DSPS budget for travel and training costs to send the two faculty members to outside training	No budget line has been established	Increases faculty and staff currency in their fields
Clerical Support person to assist with compliance requirements as needed	Nothing in the area has been completed or even underway	Comply with state and federal regulations and pass audit

Equipment in ADPE needs to stay current with state-of-the-art equipment	No new equipment since 2022	Establish a safe environment for students
Replace the track surface or just replace the track with an updated ¼ of a mile track	Conversation on building a soccer field and not having a track at all on campus. Will prevent success in college SLO's in ADPE and PE programs; plus training in the athletic programs	Safer and more visually appealing track facility not only for students but for public use
Designated area or building for ADPE	As the District is allocating money to build a new Athletic/Physical Education Building there should be collaboration with area faculty.	Allow disabled student access and accommodations
Take further measures to prevent and follow up on unauthorized access to the Fitness Center, wrestling room, and gymnasium by students, especially in the evenings and on weekends.	The athletic director tries his best to inform his coaches, but the responsibility falls on the coaches and the district.	Less liability and theft risk for the college. Integrity of facility and equipment. Longer lifespan of facility and equipment.
Improve dingy, unclean areas, and worn and damaged appearances with the Sports Complex facilities by continuing to paint, redo the locker room facility, and not make it a storage area and update other affected items	The fitness center is never cleaned properly. Areas in the facility are cluttered and nothing is put away due to a lack of storage space	The facility will appear as clean, organized and safe as it should be, which will be more inviting for the student, athlete recruitment and the public

**Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis**

Complete SWOT analysis

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• The DSPS retention rate averages 10% higher than the overall college retention rate</li> <li>• Dedicated faculty and staff in the program</li> <li>• Longevity of staff that helps the continuity of the programs and services</li> <li>• The technology is continuously updated to assist students in their success</li> <li>• Flexible hours in the LD Lab</li> </ul>
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	Flexible formats to communicate with students (in person, by phone, email, zoom ect)
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• The loss of the LD Instructor to retirement was a loss in supportive classes</li> <li>• The fitness center has equipment purchased by DSPS and the District does not maintain the equipment with a maintenance contract</li> <li>• The fitness center is not secure with its open access all day long and on weekends</li> <li>• Not having dedicated space/facility for DSPS or ADPE</li> <li>• The inability of the District to have a plan in place when the retirement of instructors or staff</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• As the college looks to rebuild a soccer field there should be discussion to build a track to assist students for success in classes</li> <li>• As the college looks to rebuild a Physical Education/Athletic building there should be a discussion about building a separate area for Adaptive Physical Education facility</li> <li>• Look for outside funding from foundation donations</li> <li>• New DSPS Coordinator/Counselor will inspire the possibility of new programs/classes</li> <li>• As the college relocates the DSPS program, there should be a discussion with current faculty and staff regarding the facilities and needs of the students and considering all ADA compliance issues</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>• As the country goes into recession does the possibility that funding will decline in the state/federal for categorical programs</li> <li>• District decision to relocate the DSPS program on campus will the facility adhere to ADA requirements</li> <li>• Misunderstanding of the importance of the DSPS programs and service by faculty and staff could lead to ADA/504 section violations</li> <li>• If the college does not fix all safety issues on campus it could lead to a law suit of negligence.</li> </ul>

## Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Example 2: Update the automotive equipment to support relevant learning and job readiness	Course Success and Retention Rates	Increase success and retention rates	Cool Auto thing + training	Equipment	\$5,000	One-Time	1
Correction of Safety Issues in the fitness center	Safety of students	Prevents falls	Prevents the college's liability	Accessible Parking Space closer to the fitness center	Unknown	One time	1
Rebuild track	Safety of students and public use	Adequate Learning environment	Learning objectives	facilities	unknown	One time	2
Assisted Technology Upgrades	As technology changes so often, our equipment needs updates	Increase success and retention rates	Learning objectives	Technology	\$50,000	Depending on contract	3
ADPE needs more updates, heart monitors/pedometers	Course Success and Retention Rates	An adequate Learning environment	Learning objectives	DSPS equipment funding	\$1000	One time	4
Motorized Chair *replace old chair	Safety of students	Ability to get to class	Retention rate classes	DSPS equipment funding	\$1500	One time	5
Funding for Adaptive Arts and Crafts	Course Success and Retention Rates	Increase success and retention rates	Projects for class and students pay fee	DSPS Funding	\$2000	Each semester	6

Funding to update Aqua Equipment	Safety of students	An adequate Learning environment	Learning objectives	DSPS equipment funding	\$2000	One Time	7
Student Workers in summer	safety of students and increase numbers of students in class	Increase success and retention rates	Retention rates in the ADPE classes	Human resource	DSPS funding \$10,000	yearly	8
ISS II - DSPS upgrade from ISSI		Increased Student Success			\$6,800 yearly DSPS Funded	yearly	9
ISS III - DSPS		Increased Student Success			39,000. yearly DSPS Funded	yearly	10
Soundproof study/testing area		Correction of ADA issues			\$50,000 one-time District Funded		11
Build ADPE fitness lab separate from PE/Athletic Lab	Course Success and Retention Rates	Adequate Learning environment	Retention rates in the ADPE classes	Building and new equipment	unknown		12