1. Describe the department/program function and purpose.

Provides programs and services to enhance equal educational access for students with physical, communication, learning and psychological disabilities, including educational support services and accommodations, which assist students to overcome physical and educational barriers and allow access to the college’s regular programs and services. Maintains compliance with state and federal regulations relating to students with disabilities and serves as advocate for students as needed. Serves in an advisory capacity to the college administration, faculty and staff to facilitate: (1) increased awareness of the needs of students with disabilities, and (2) an understanding of compliance issues related to equal access.

2. Previous goals and objectives.

2.1 List the department goals, objectives and activities for the last academic year. Discuss the attainment level of activity implementation and its relationship to meeting student or program need by ranking the activity implementation as needs met, needs unmet, or needs partially met. Briefly explain why an activity was unmet or only partially met.

**Goal # 1**: To increase the retention, graduation, transfer and success rates of students with disabilities

**Objective # 1**: Provide appropriate support services to facilitate equal educational access and academic success for students with disabilities.

**Person Responsible**: Special Programs and Services Coordinator and certificated, classified and unclassified support staff.

**Timeline**:
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective**:
- Offer requisite direct services (legal accommodations and enrichment activities) to students with disabilities. *Met Need*
- Collaborate with existing campus resources to better meet the direct service and access needs of students with disabilities. *Met Need*
- Offer counseling services (academic, career, personal) for students with
disabilities during the day and evening hours. *Unmet Need:* Existing counseling staff is unable to meet the counseling demands for an increased disabled student population. The hiring of an additional 1.0 FTE Disability Specialist/Counselor (Projected Expense: $110,000) is needed to handle the increased counseling demands.

- Offer learning disability assessment services. *Unmet Need:* The hiring of additional Learning Disability assessment personnel (Projected Expense: $60,000) is needed to handle the increased assessment demands.

- Provide job development and placement assistance for students with disabilities (workshops, individual counseling and employer outreach). *Unmet Need:* The hiring of an additional 1.0 FTE Disability Specialist/Counselor (Projected Expense: $110,000) is needed to develop and implement these services.

- Offer access to special materials and equipment for students with disabilities. *Met Need*

- Provide cultural and social enrichment activities for students with disabilities. *Partially Met Need:* Students encouraged to participate in regular cultural awareness campus events with one special event hosted exclusively for students with disabilities.

- Routinely communicate with administration, faculty and staff on issues/needs pertaining to students with disabilities. *Met Need.*

- Serve in advisory capacity to encourage the administration, division chairs and Information Technology Office to develop, implement, and maintain the appropriate technology infrastructure throughout the college to support full accessibility for students with disabilities. *Partially Met Need:* The college does not have the appropriate technology infrastructure throughout the college (including the provision of an Alternate Media Production Center) to fully support the access needs of students with disabilities. The hiring of a 1.0 classified Instructional Assistant, Access Technology staff member has helped the college move closer to the attainment of this ADA access need.

- Develop and maintain effective tracking mechanism to accurately measure student progress at the college and transfer institutions. *Partially Met Need:* Insufficient staffing has made it difficult to track student progress. Recently data management software (Accutrack) was purchased which makes this process easier. The identification and measurement of student learning outcomes has been a top priority. This SLO identification and measurement process has increased the programs ability to measure student success and incorporate beneficial changes in the SPS program in a time sensitive manner.

**Student Learning Outcomes:**

Please Note: A Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) Assessment and Data Integration Report is available as support documentation for this activity area. (see PART VII). Students will have the following learning outcomes as a result of participating in activities linked to this objective:

- As a result of participation in the service delivery process, students will become independent users of services and resources with timely and appropriate requests for services. Measurement and programmatic data integration: Spring 2011.

- As a result of specialized counseling, students will participate in other on and off campus service sites in an effort to achieve integration and maximum independence. Measurement and programmatic data integration: Spring 2011.
- As a result of the specialized counseling, students will be able to demonstrate self-advocacy skills by communicating special needs to faculty, staff and SPS paraprofessionals. Measurement and programmatic data integration: Spring 2011.
- As a result of specialized counseling, students will be able to identify appropriate academic and/or career goals. Measurement and programmatic data integration: Spring 2011.
- As a result of specialized counseling and workshops, students will develop appropriate disability related study strategies. Measurement and programmatic data integration: Spring 2011.
- As a result of tutorial and other support services, students will be able to demonstrate effective use of written, oral, and non-verbal communication. Measurement and programmatic data integration: Spring 2012.
- As a result of specialized counseling and participation in the service delivery process, students will be able to demonstrate self-management through practices that promote physical, cognitive and emotional well-being. Measurement and programmatic data integration: Spring 2012.
- As a result of specialized counseling, students will develop an understanding of LAHC and community agency processes, rules and regulations. Measurement and programmatic data integration: Spring 2013.
- As a result of the provision of support services, students will develop the ability to work as a team with SPS professional and paraprofessional staff as they progress towards their educational goals. Measurement and programmatic data integration: Spring 2013.
- As a result of the job development and placement activities, students will be able to secure part-time or full-time employment in their interest areas if desired. Measurement and programmatic data integration: Spring 2014.
- As a result of the college cultural and social activities, students will be able to increase their social support network and gain a respect or appreciation for diversity. Measurement and programmatic data integration: Spring 2014.
- As a result of the specialized counseling and participation in social activities students, will be able to interact with others in ways that demonstrate respect toward opinions, feelings and values. Measurement and programmatic data integration: Spring 2015.
- As a result of access to special materials and equipment, students will develop mastery in the utilization of the materials and equipment. Measurement and programmatic data integration: Spring 2015.

**Goal # 1:** To increase the retention, graduation, transfer and success rates of students with disabilities

**Objective # 2:** Provide special instructional offerings to facilitate equal educational access and academic success for students with disabilities.

**Person Responsible:** Special Programs and Services Coordinator and certificated faculty.
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**Activities for Attainment of Objective:**

- Develop appropriate curriculum that responds to the existing and changing needs of students with disabilities. *Partially Met Need*: Insufficient staffing and budgetary resources have impeded the full implementation of this activity. The hiring of part-time instructors are needed to fully implement this activity (Projected Expense: $30,000).

- Offer appropriate special class instructional offerings that meet the degree and intensity of student educational needs. *Partially Met Need*: Insufficient staffing and budgetary resources have impeded the full implementation of this activity. The hiring of one High Tech Center Specialist and part time instructors are needed to fully implement this activity (Projected expense: $140,000).

- Continue to maintain and upgrade equipment and supplies offered through the college’s High Tech Center for students with disabilities. *Partially Met Need*.

- Offer instructional support to students, staff, and faculty through the college’s High Tech Center for Students with Disabilities and the “not yet implemented” Alternate Media Production Center. *Partially Met Need*: Paraprofessional students worker/unclassified staff members provide some degree of High Tech Center instructional support to students with disabilities. A 1.0 FTE classified instructional aide/assistant is needed to supervise the High Tech Center activities (Projected Expense: $60,000). A 1.0 classified Alternate Media Specialist has been hired to collaborate with students, individual faculty members, campus computer labs and the campus Information Technology Office on the access needs of students with disabilities. Additional instructor hourly and one High Tech Center Disability Specialist are needed to expand the High Tech Center Instructional support to students (Projected Expense: $140,000)

**Student Learning Outcomes:**

Students will have specific learning outcomes as a result of participating in activities linked to this objective; the identification and measurement of the instructional student learning outcomes can be found by contacting the Los Angeles Harbor College Academic Affairs Division.

**Degree of Goal # 1 Accomplishment:**

Statistical data indicates that the retention, graduation, and transfer rates of students with disabilities have increased during the 2009-10 academic year. The data is available for review in the SPS Office. The data indicates that the existing programs and services are meeting the basic needs of students so they can attain their educational goals. It would be desirable if supplemental funding could be made available so SPS could hire additional staffing and expand its service hours. During the 2009-105 academic year a significant number of students with disabilities graduated and transferred (23 graduates and 14 transfers).

Work is currently underway by SPS certificated staff to fully assess student learning outcomes and integrate the findings into programmatic changes if necessary. Surveys have been developed, distributed, collected, and analyzed which address student satisfaction levels with the service delivery and instructional offerings. Employee evaluations have been conducted to ensure that employees either meet or exceed the standards necessary to successfully work
with students with disabilities. The SPS Coordinator has secured federal Student Support Services grant funds (Project A.S.A.P.) for over 20 years to safeguard optimal service delivery and instructional opportunity for LAHC students with disabilities. The reapplication process for the federal funding occurred during 2009 with award notification of the refunding occurring in the Summer of 2010. The Grant Proposal received high scores from three readers and received all of the possible prior experience points. The primary purpose of the federal Student Support Services grant funding is to increase student retention, graduation and transfer rates of post-secondary education students.

A Student Satisfaction Survey circulated by SPS (2009-10) indicated that approximately 95% of the students who applied for services received the help they needed from SPS. This need centered on the provision of federally and state mandated services. Strengths of SPS were found to be effective leadership, an excellent faculty/staff, outstanding counselors, great ability to secure additional funds through grants (1.5 million dollar federal grant secured by SPS Coordinator), campus-wide representation throughout the campus on disability related issues, strong campus commitment to services for students with disabilities and administrative support for SPS program. Reported areas of improvement include: the need for a larger facility, the need for an operational air conditioning system, the need for additional tutors (especially Math) and other support staff, the specific need for supplemental counselors and instructors, the need for learning disability assessment services, the need for greater student self-advocacy because of inadequate communication of students with instructors, the need for improved access to High Tech Center offerings and the need for additional supplies and equipment.

Goal #2: To maintain compliance with college, district, state and federal regulations relating to SPS Program management and service provision for students with disabilities and maximize resources in support of programs and services for students with disabilities.

Objective # 1:
To optimize communication with the college community, other colleges within the LACCD (including District Office) and surrounding community.

Person Responsible:
Special Programs and Services Coordinator and certificated, classified and unclassified support staff.

Timeline:

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Activities for Attainment of Objective:

- Serve in an advisory capacity to the District and College administration, faculty and staff on the special access need of students with disabilities. *Met Need*
- Participate in the college shared governance structure, committee meetings, and other college sponsored functions to sensitize the campus community on the special access needs of students with disabilities. *Met Need*
- Participate in professional development activities and other training/informational opportunities on an ongoing basis. *Met Need*
- Serve in an advisory capacity to Proposition A/AA facility planners as appropriate to safeguard full ADA compliance as structures are built or renovated. *Met Need*
- Participate in state and federal professional development activities, program review
processes, and task forces designed to improve Disabled Student Program overall functioning. *Met Need*

### Service Area Learning Outcomes:
- The college administration, faculty, staff and facility planners will develop an understanding of disability related federal and state laws, specific legal issues related to service provision, accommodations and classroom instruction, and access standards for a barrier free campus.
- Improved functioning of statewide DSPS units in support of better programs and services for students with disabilities.

### Goal #2:
To maintain compliance with college, district, state and federal regulations relating to SPS Program management and service provision for students with disabilities and maximize resources in support of programs and services for students with disabilities.

### Objective #2:
To develop or maintain formal campus and community partnerships leading to resource development and optimal success for this population.

**Person Responsible:** Special Programs and Services Coordinator and certificated faculty.

**Timeline:**
- [ ] Complete
- [ ] Incomplete
- [x] On-going

### Activities for Attainment of Objective:
- Support and maintain all activities associated with The Mental Health Education Consortium (LACCD and the Los Angeles County Department of Mental Health). Consortium facilitates mental health service delivery for LACCD students. *Partially Met Need:* Limited resources and insufficient LACCD and LACDMH staffing limited the scope of this work.
- Develop new partnerships and maintain existing partnerships with schools and agencies which would prove beneficial to students with disabilities. (Example: CA State Department of Rehabilitation residency at LAHC and participation in Los Angeles Community colleges Department of Justice Violence Prevention Project). *Met Need.*
- Continue active participation on Academic Senate, Student Services Management Committees, Department of Justice Violence Prevention Consortium, L.A. County Mental Health Advisory Committees and LACCD DSPS Coordinator Committee. *Met Need*

### Service Area Learning Outcome:
Increased understanding of the complex needs of students with disabilities leading to the allocation of financial resources or service delivery in support of full academic success for this population.
**Goal #2:** To maintain compliance with college, district, state and federal regulations relating to SPS Program management and service provision for students with disabilities and maximize resources in support of programs and services for students with disabilities.

**Objective # 3:**
To provide optimal SPS Program management to ensure delivery of quality programs and services for students with disabilities that meet compliance specifications.

**Person Responsible:**
Special Programs and Services Coordinator

**Timeline:**
__ Complete  ___ Incomplete  X Ongoing

**Activities for Attainment of Objective:**
- Provide the mechanism to ensure that students with disabilities: (1) are enrolled in the college credit program, (2) have a verified disability, (3) possess educational limitations directly related to the disability which limit the students ability to benefit from the regular college programs without assistance from the SPS unit, (4) have a need for specialized services or instruction to accommodate the educational needs of the disability, (5) have their right to confidentiality respected, (6) responsibly utilize SPS services and adhere to college policies and procedures, (7) are making measurable progress towards goals included in Student Educational Contract. **Met Need**
- Employ reasonable means to inform students and faculty/staff about SPS services and instruction. **Met Need**
- Ensure that student files and other records account for service delivery and participation in instructional offerings. **Met Need**
- Ensure that accurate MIS reporting is transacted for timely notification to the state of student usage of SPS offerings. **Met Need**
- Respond in a timely manner to students when accommodation requests are in dispute. **Met Need**
- Develop and implement appropriate policies and procedures which protect student rights. **Partially Met Need:** New policies and procedures have been drafted but are currently in the consultation process at the District Office.
- Ensure that professionals and paraprofessionals assigned to work with students with disabilities meet appropriate employment standards (Title 5 requirements etc.). **Met Need**
- Provide accommodations, support services, and instruction as authorized by federal and state law. **Met Need**
- Provide efficient oversight of budget resources. **Met Need**
- Provide state and federal reporting as required. **Met Need**
- Maintain advisory committee to address disabled student program needs. **Met Need**
- Initiate appropriate liaison activities to fully support the mission of SPS. **Met Need**

**Service Area Learning Outcome:**
Efficient program management will facilitate SPS goal and objective attainment.
**Degree of Goal Accomplishment:**
Compliance with college, district, state and federal regulations have been maintained with two exceptions: (1) there are architectural barrier removal issues that must be dealt with on the campus, and (2) there are campus computer lab and other instructional venue accessibility issues that must be dealt with.

A full state Program Review was conducted in 2009-10. The Program Review found that the college was in compliance with state and federal mandates for the provision of instruction and service delivery for students with disabilities. The understaffing problem within SPS was mentioned. It was recommended that SPS increase its counseling staff and High Tech Center instructional staff. A copy of the report is available in the SPS Office. An annual report is submitted to the Chancellor’s Office every year. This report includes student data, activity data and budgetary data. Data from this report has never been questioned or disputed by the state.

A California Community College Chancellor’s Office DSPS Technical Assistance Site Review was conducted at the Los Angeles Harbor College Special Programs and Services in May of 2009. The review process yielded some recommendations and noted some exemplary practices:

**Exemplary practices:**
- Effective leadership from the Special Services Coordinator and full SPS faculty/staff participation in campus-wide issues;
- Knowledgeable Assistive Technology Instructional Assistant;
- Coherently identified issues and awareness of needs;
- Well-prepared and engaged in the technical assistance visit;
- Strong campus commitment to services for students with disabilities;
- Administrative support for the Special Services program;
- Well-organized Special Services program, apparent teamwork, skill and experience;
- Impressive recent assessment of assistive technology on campus;
- Very comprehensive program and tremendous accomplishments with a limited staff;
- Excellent physical access throughout the campus;

**Recommendations:**
- Development of policies that support campus-wide accessibility and strategies to promote access and consistency in website development and distance education courses;
- Provide direct link to SPS on college website;
- Refinement of the closed-captioning process and further development of the Alternate Media Production Center;
- Provision of appropriate assistive technology equipment and/or software throughout the campus;
- Refinement of distance education instructional policies and practices: need full compliance with ADA/Section 508;
- Acknowledgment of the needs of students with disabilities through adoption of a “priority response” status with the campus IT department;
- Recognition of legal mandates that place responsibility for accommodations with the College, not the Special Services program, and notwithstanding the cost of such accommodations.
• Development of a follow-up process with students regarding requested accommodations.

Students, faculty, staff satisfaction surveys on SPS have been completed with results quantified. Results indicate a high degree of satisfaction with both the instructional programs and the service delivery component of SPS. The ongoing SPS employee evaluations ensure that the Program has qualified, competent employees.

2.2 Discuss in detail the barriers to completing the above goals.

(1) The limited state allocation funds restrict the Programs ability to hire sufficient numbers of qualified staff to meet service and instructional needs.
(2) Current facilities are too small to meet the needs of an increased disabled student population. Current facilities are also poorly designed so optimum usage of the square footage is not possible.
(3) The college budget deficit restricts the college’s capacity to provide SPS with additional resources to fully meet the needs of students with disabilities.
(4) The college budget deficit has resulted in reduced course offerings for students and this is negatively impacting timely graduation and transfer of students.
(5) The current SAP/BW budget problems are creating major obstacles for program managers to efficiently manage their budgets.
(6) The current MIS system within the LACCD is cumbersome to work with and creates too many data errors. The accuracy of categorical program data is critical since the Program budgets are funded in response to our numbers.

3. Recent college and state developments.

3.1 List recent college and state developments which significantly impact the unit’s ability to provide services to students.

(1) Fiscal problems in the state, within the LACCD and the college negatively impact the units ability to provide programs and services to students. The limited resources restrict the flow of funds dedicated to the provision of programs and services to students with disabilities.

3.2 Describe the positive and negative impacts of these development on the unit.

Positive: Incentive to redesign programs to make them more cost effective, Incentive to explore alternative funding resources to meet programmatic needs more fully, Incentive to work together more cohesively to meet demands of day to day operations.

Negative: Poor morale due to resource limitations, liability issues for noncompliance of state or federal mandates due to resource limitations, restricted equipment and supplies due to resource limitations, inadequate facilities due to resource limitations, chaos created by poorly designed MIS system and budget operations system with little hope for revitalization due to resource limitations.
4. Describe the unit’s active participation in the college’s mission.

The unit fully supports the college mission through the provision of programs and services which meet the unique needs of students with disabilities. On a very fundamental level the unit strives to meet the educational needs of its students on a day-to-day basis so student success can be attainable. Certificated and classified faculty/staff members are fully integrated into the basic function and purpose of LAHC. There is vast participation on college committees, the Academic Senate, the accreditation effort, the union and college efforts to work collaboratively with our community. SPS faculty/staff members have taken a leadership role to contribute to the college community in significant ways.

PART II: NEED

1. Describe Current and Needed Staffing

1.1 List the number of full-time (filled & unfilled positions) and part-time faculty, full-time (filled and unfilled positions) and part-time classified staff, unclassified (student workers) and managers in the program/department.

- 1 part-time faculty manager
- 1 full-time counselor
- 1 half-time counselor
- 5 part-time faculty members (1 hourly counselor, 4 hourly instructors)
- 2 full-time classified staff members
- 2 part-time classified staff members
- 15+ unclassified staff members

1.2 Identify the ratio of students to faculty/staff.

- Counselor ratio: 1.6:619
- Instructor ratio: Variable number for 619 students
- Classified staff ratio: 2:619
- Unclassified staff ratio: Variable number for 619 students

1.3 Faculty, staff and student survey results and their significance to the program.

Detailed report pending: the full report will be an addendum to this Program Review Document.

1.4 Do you have any additional staffing needs? Please explain.

Additional staffing is needed for goal attainment. Please refer to Part 1, Goals and Objectives Section for details. A summary of staffing needs follows:

- (1) 1 full-time disability specialist/counselor (Projected Expense: $110,000)
- (2) Variable number of hourly part-time faculty for classroom instruction (Projected Expense: $30,000)
- (3) Part-time supplemental learning disability assessment personnel (Projected Expense: $60,000)
- (4) 1 full-time classified instructional assistant for High Tech Center (Projected Expense: $65,000)
- (5) 1 full-time High Tech Center Disability Specialist (Projected Expense: $110,000)

Total Expense: $375,000
2. Describe the impact of the program’s service offerings on other departments.

SPS services and instructional offerings provide the infrastructure for students with disabilities to attain academic success in college mainstreamed classes. SPS provides direct support to faculty in all departments to meet the needs of students with disabilities during the instructional delivery process. Additionally, SPS assists all LAHC departments with their closed captioning needs for students who are deaf or hearing impaired. The impact of this collaborative effort is higher retention rates, graduation rates and transfer rates for students with disabilities.

3. Course Outline and Syllabi (where applicable)

Review all course outlines and syllabi to ensure currency (no more than 1 year old) and relevance. Updated outlines must be approved by the campus Curriculum Committee.

A review process is currently underway for SPS curriculum. Updated curriculum will be presented to the campus curriculum committee for final approval. An SPS faculty member serves on the curriculum committee and serves as an important resource in the SPS curriculum review process.

4. Is the program information for the department consistent, current, accurate and accessible?

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<th>X Current</th>
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* Brochures are currently being updated  
** Website construction is an unmet need. It is an objective for the 2010-11 academic year.

PART III: QUALITY

1. Improvement of Student Learning Outcomes and Delivery of Student Services (address all applicable topics):

1.1 Departmental and individual activities toward improving services and contributing to professional community. (List participation in staff development, conference attendance/participation, and academic preparation/training during the past 5 years).

Department Head: (1) Prepared grant applications totaling over 6 million dollars in support of improved services for students with disabilities at LAHC, (2) Provided leadership in the development of the Life Skills Center which addresses the mental health needs of disabled and non-disabled students, (3) Provided leadership in the development of LACCD Campus Violence Prevention Programs, (4) Frequent presenter at state and federal conferences (example: state, CAPED and federal, Los Angeles Centers for Disease Control Conference), (5) Active
participation in DSPS State Program Review process (conducting program reviews and serving as technical expert on community college mental health issues), (6) Active participation in LAHC and District Staff Development efforts, (7) Active participation as Co-Chair of LACCD DSPS Coordinator Committee for over 15 years (currently continuing to serve), (8) Active participation as an elected LAHC AFT Executive Board Member (currently serving in 3rd term), (9) Active participation as an elected co-chair of the CPC Student Services Sub-Committee, (10) Active participation in LAHC Academic Senate.

Other SPS Faculty/Staff Activities and Involvements: (1) Instructor and/or counselor participation in campus committees: CPC Student Services Sub-Committee, Counseling Division bimonthly Meetings of Counseling Division, Academic Senate, Matriculation Committee, (2) Counselor membership in Campus Violence Response Team, (3) Counselor participation as Abilities Unlimited Advisor, (4) Counselor collaboration with community agencies (such as Beacon House Association – a drug/alcohol recovery program) counselor received Beacon House “Directors Award” for exemplary collaboration, (5) Counselor liaison efforts with feeder high schools, including LAHC campus tours, (6) Counselor enrollment in numerous classes to increase knowledge base and counseling skills, (7) Counselor attendance at annual AHEAD (Association on Higher Education and Disability) conference to keep up-to-date on disability related issues and attendance at the UC/CSU conferences to keep current on transfer issues, (8) Instructor participation in Accreditation activities, (9) Instructor participation in college assessment activities, (10) instructor participation in feeder school informational workshops, (11) Instructor participation in Behavioral Science Division activities, (12) Instructor participation in curriculum committee activities, (13) Instructor participation as presenter in staff development offerings, (14) Instructor attendance at CAPED (California Association of Post Secondary Educators for the Disabled) conference, (15) Instructor participation in Middle College High School, Teacher Preparation Academy advisory board, (16) Instructor training in Supplemental Instruction and on-line distance-education instruction.

1.1.1. Describe how these activities have enriched and been implemented into the department’s services and have resulted in campus, district or state enrichment.

(1) Grant funds have been used to provide supplemental support services for a select number of students with disabilities.
(2) Mental Health needs of LAHC students are being met because of Life Skills Center efforts; the Life Skills Center has become a model program in the state through the awarding of a Board of Governors Exemplary Program Award.
(3) Campus violence prevention efforts and development of career exploration materials have met two important student needs which were previously unattended to.
(4) Participation at conferences and the state Program Review effort gives LAHC great visibility and a great reputation.
(5) The faculty based mental health expertise at LAHC is helping colleges across the state develop more cost effective functional mental health programs.
(6) The long term leadership role in the DSPS Coordinator group has led to positive managerial changes in the functioning of DSPS units (development of new policies and procedures, increased advocacy role of DSPS group, and more integration of DSPS group in District and campus functions).
(7) Community collaboration has resulted in seamless service delivery for students.
(8) Participation as presenters at college and district Staff Development Workshops increases the awareness of faculty, staff and administration on the needs of students with disabilities.

(9) Participation at conference and enrollment in courses improve the knowledge base of SPS professionals to provide optimal service for students with disabilities.

1.2. Students typically served by the department/program.

**2009-2010 Disabled Student Count: 619**

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<tr>
<td>Ethnic Breakdown</td>
<td>34% Hispanic, 10% Asian, 24% African American, 26% Caucasian, 6% Other</td>
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<tr>
<td>Disability Distribution</td>
<td>7% Orthopedic, 3% Visual, 1% Hearing/Speech, 27% Psychological, 26% Learning Disabled, 36% Other</td>
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<tr>
<td>Low Income Status</td>
<td>Over 70% Offered/Received Financial Aid</td>
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<tr>
<td>Educational Concentration</td>
<td>3% Business, 1% Humanities, 1% Science, 3% Psychology/Social Work, --4% Nursing/Other Health, 7% Liberal Arts, 3% Technical Trades, 6% Child Development, 72% Undecided</td>
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1.2.1. Describe how the unit addresses the multicultural/diverse student body and disabled populations in the curriculum and/or services.

SPS services and instructional programs have been designed to meet the multicultural needs of a diverse disabled student population. All faculty have participated in multicultural professional development training. One major student activity was developed and implemented in 2009-10 which focused on multiculturalism. Students were also encouraged to participate in college multiculturalism efforts.

1.3. Describe active participation of flexible and alternative delivery systems (i.e., online applications/regulation, distance learning, web-based counseling):

SPS faculty/staff serve in an advisory capacity to assist LAHC in meeting the technology needs of students with disabilities (Example: development of accessible registration systems, alternative delivery systems in campus labs, adherence to 508 regulations etc.).

1.4. Describe any outside classroom learning experiences for students (field trips, field work, community service, etc.):

(1) Mentorship Program made available to 125 SPS students.
(2) Field trips to transfer institutions conducted.
(3) Social activities at various intervals throughout the year.
1.5. List the results of the most current student satisfaction survey on your program:

Detailed Report pending: the full report will be an addendum to this Program Review Document.

2. Supportive Working Environment

2.1. Describe the involvement/inclusion of part-time faculty in departmental and college activities:

Part-time faculty are invited to participate in all SPS activities.

2.2. Describe the involvement/inclusion of departmental classified staff (if any) in departmental and college activities.

Classified staff members are invited to participate in all SPS activities. The SPS Student Services Assistant actively participates in the LAHC Violence Prevention Task Force to meet the needs of students recovering from the effects of domestic violence. She also volunteers in the local community to help meet this need. One of the part-time classified staff members participates in the campus marketing committee.

2.3. Describe intra- and inter-departmental activities and collaborations between faculty and staff:

Active faculty/staff participation in: Special Programs and Services Weekly Staff Meetings, Student Services Management Meetings, Matriculation Committee Meetings, Counseling Department Meetings, Behavioral Science Division Meetings, VTEA Meetings, CPC Meetings, Academic Senate Meetings, Accreditation Meetings, AFT LAHC Executive Board Meetings, Foster Care Advisory Committee Meetings, Life Skills Center Meetings, Disciplinary Hearing Activities, and Division Council Meetings on an as needed basis.

2.4. Describe the methods used to promote respect for diversity and tolerance of differences among faculty, staff and students.

(1) SPS staff development activities
(2) SPS participation in shared governance activities
(3) SPS advocacy efforts for students with disabilities with administration, faculty and staff
(4) SPS newsletters and other publications

2.5. Describe the department’s efforts to increase communication and collaboration between student services and instruction.

(1) Active membership in CPC Students Services Sub-Committee (Committee composition includes educators from students services and instructional division).
(2) Participation in Division Council Meetings on an as needed basis.
(3) Individual problem solving meetings with instructors, departments, & Academic Affairs.
(4) Participation on Curriculum Committee.
(5) Participation on Matriculation Committee.
2.6. List the results of the current student survey regarding the department staff’s availability and helpfulness.

| (6) | Participation in Academic Senate. |
| (7) | Participation in Accreditation Meetings. |
| (8) | Participation in Facility Planning Meetings. |
| (9) | Participation in Behavioral Science Department Meetings |

Detailed report pending: the full report will be an addendum to this program review document.

3. Facilities Renewal

3.1. Adequacy and accessibility of departmental facilities with respect to size, layout and location.

Current facilities are too small to meet the needs of an increased disabled student population. Current facilities are also poorly designed so optimal usage of the square footage is problematic. Whereas the site is not terribly functional it is accessible.

3.2. Current condition of departmental facilities.

Because of SPS improvements over the past ten years the condition of the facility is fairly good.

3.3. Identify any safety or hazardous conditions in your departmental facilities.

Storage of increased numbers of files and equipment is a major problem. It impedes paths of travel within SPS at times and precludes students from gaining access to computers at times. Because not all of the offices or office areas are sound proof there are issues with breaches of confidentiality during the service provision process.

3.4. Describe recent significant facility changes and their effect on departmental operations, if applicable.

N/A

3.5. Identify proposed modifications to facilities (within the next 5 years) and rationale for those changes.

SPS needs improved facilities with more functional space and room to expand.

3.6. List the results of the student survey on the condition of the facilities.

Detailed report is pending: the full report will be an addendum to this program review document.
4. Technology

4.1. Departmental utilization of technology (i.e., computers, equipment, etc.) in the delivery of instruction, in or outside of the classroom, and/or services in the department.

4.1.1. Types of technology used and where (i.e., labs, classroom, and offices).

<table>
<thead>
<tr>
<th>Inventory List Pending: Listing will be attached as an Addendum to this Program Review Document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS Office/Assessment area:</td>
</tr>
<tr>
<td>HTC:</td>
</tr>
<tr>
<td>Faculty Office:</td>
</tr>
<tr>
<td>Learning Disability Assessment area:</td>
</tr>
<tr>
<td>Alternate Media Production Center (when established):</td>
</tr>
</tbody>
</table>

4.1.2. Numbers of faculty, staff, and student users.

5 certificated faculty users, 2 classified users, 15+ unclassified users, 619+ potential student users

4.1.3. Provision of staff training in technology applications.

LAHC IT Department trainings, LACCD staff training of technology applications (Examples: SAP/BW training), Enrollment in LAHC technology classes, SPS sponsored vendor trainings, State High Tech Center Unit Trainings.

4.1.4. Appropriateness of technology to departmental mission/function.

Only appropriate technology is purchased by SPS to meet departmental mission/function needs. However, resources limit the availability of appropriate technology.

4.1.5. Accessibility of computer workstations, hardware and software for individuals with disabilities.

There is full accessibility of computer workstations, hardware and software for individuals with disabilities within all SPS sites. There are accessibility problems with some of the computer workstations, hardware, and software for individuals with disabilities in many college computer labs (It is the college’s responsibility to ensure that all of these sites are accessible).
4.2. Describe proposed technology-based instructional and services delivery in your department/program, both hardware and software.

Technology-based instructional and service delivery hardware and software will be secured as knowledge of new offerings become available, and state recommendations for purchase are advanced to the field.

4.2.1. Identify required employee training to meet these plans.

Training on new technology can be secured by employees through participation in any of the following as appropriate: LAHC IT Department trainings, LACCD technology trainings, LAHC staff development trainings, Enrollment in LAHC classes, participation in DSPS state High Tech Center Unit trainings.

4.2.2. Describe the campus upgrades required to achieve these plans.

1. Adequate number of support staffing in the IT area to respond to new technology needs.
2. Servers to support new technology
3. Site licenses for campus use of priority adaptive software
4. Fully accessible labs throughout the campus

4.3. List the results of the student survey on the quality and condition of department technology (if students use department technology).

Detailed report pending: the full report will be an addendum to this program review document.

5. Equipment & Supplies

5.1. Current condition of the department’s major equipment inventory.

Fair – Good.

5.2. Need and rationale for any major new equipment (a cost must be included):

The purchase of new equipment and supplies is mandatory when meeting the access needs of students with disabilities. Cost factors for new purchases are not available at this time.

5.3. Need and rationale for any new supplies (a cost must be included):

The purchase of new equipment and supplies is mandatory when meeting the access needs of students with disabilities. Cost factors for new purchases are not available at this time.

5.4. List the results of the student survey on the department equipment (if students use department equipment):
Detailed report pending: the full report will be an addendum to this program review document.

5.5. Describe any equipment/supply deficits (financial, A & I, etc.) hindering the functioning of the department.

SPS: None at this time. College: Slow production of closed captioning materials and lack of access and full usage of departmental labs is a major problem which is a compliance issue.

6. External Funding Sources

6.1. List and describe any state/federal grants received (i.e., TRIO, VTEA, Block Grant, PFE):

<table>
<thead>
<tr>
<th>Grant</th>
<th>Budget/Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO</td>
<td>2009-10: $292,905</td>
</tr>
<tr>
<td>VTEA</td>
<td>2004-05 Allotment: $13,000</td>
</tr>
<tr>
<td>Block Funds</td>
<td>0</td>
</tr>
<tr>
<td>PFE</td>
<td>0</td>
</tr>
</tbody>
</table>

6.1.1. Describe the amount awarded and items purchased.

TRIO funds were used for the provision of supplemental services to 125 students with disabilities with the purpose of increasing retention, graduation and transfer rates.

VTEA funds were used to provide tutoring and other direct service aide assistance to students with disabilities enrolled in vocational courses.

6.2. List and describe any private-sector grants and donations received (i.e., Advisory Board members):

Freye Scholarship Donation: $1000 to provide scholarships to single parent students with disabilities who have economic need.

6.2.1.1. Describe the amount awarded and items purchased.

None
7. Community Interaction

7.1. List any current or proposed community outreach programs.

| (1) Outreach to California State Department of Rehabilitation |  |
| (2) Outreach to Los Angeles County Department of Mental Health |  |
| (3) Outreach to community Sexual Assault Response Agencies |  |
| (4) Outreach to USC Department of Justice Violence Prevention Consortium |  |
| (5) Outreach to local mental health clinicians and facilities |  |
| (6) Outreach to Department of Public Social Services and One-Stops |  |
| (7) Outreach to Beacon House and other Substance Abuse Recovery Sites |  |

7.1.1. Describe these programs.

Descriptive material on Agencies is on file in SPS Office with full availability for review. The names of the listed groups briefly identify the agency purposes.

7.2. List any current or proposed industry and school partnerships.

Continued liaison with various on-campus and off-campus advisory committees. Included are: Department of Justice Violence Prevention Consortium and L.A. County Mental Health Workforce, Education and Training Advisory Committee

7.2.1. Describe these partnerships.

The Department Head serves on the Advisory Committee for these efforts. The Violence Prevention Consortium was established through a U.S. Department of Justice grant. Its purpose is to reduce campus violence with special emphasis on sexual assault and domestic violence prevention.

PART IV: FEASIBILITY

1.0 3 Year History of Student Count/Annual Budget:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Count:</td>
<td>546</td>
<td>619</td>
<td>700</td>
</tr>
<tr>
<td>Budget:</td>
<td>332,244</td>
<td>232,783</td>
<td>223,220</td>
</tr>
<tr>
<td>1000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>186,693</td>
<td>127,072</td>
<td>114,617</td>
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<tr>
<td>3000</td>
<td>75,797</td>
<td>66,906</td>
<td>10,110</td>
</tr>
<tr>
<td>4000</td>
<td>12,290</td>
<td>4,827</td>
<td>10,500</td>
</tr>
<tr>
<td>5000</td>
<td>18,325</td>
<td>1,316</td>
<td>10,000</td>
</tr>
<tr>
<td>6000</td>
<td>9,474</td>
<td>4,839</td>
<td>12,500</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>634,823</td>
<td>437,743</td>
<td>380,947</td>
</tr>
</tbody>
</table>
1. Rationale and justification for any augmentations, including staffing increases.

Currently service needs exceed the budgetary allocation. Staffing pattern will remain constant until resources can support the needed increases.

PART V: COMPLIANCE

1. List any current program-specific compliance requirements (if any), with state and/or national agencies, and any other outside agencies.

Nondiscrimination Laws:
(1) The Rehabilitation Act of 1973 including Section 504 and 508
(2) The Americans with Disabilities Act of 1990
(3) Assembly Bill 803, Nondiscrimination in State Supported Programs
(4) Fair Employment and Housing Act
   (a) Commission Regulations on Physical Handicap Discrimination

Laws Related to Disabled Student Program Functioning:
(1) Assembly Bill 77, Access to Community Colleges
(2) Title V Regulations, Disabled Student Programs and Services
(3) Assembly Bill 746, Equal Access to Public Postsecondary Education
(4) Assembly Concurrent Resolutions 201 and 3, Under-representation of Disabled Students in Postsecondary Education

Administrative Policies and Guidelines
(1) Title V Implementing Guidelines
(2) Cooperative Agreement with Department of Rehabilitation, Shared Responsibility and Referral for Clients and Services
(3) Minimum Qualifications, Establishment of Minimum Qualifications for Health Services Professionals, Learning Assistance and Work Experience Coordinators
(4) Special Curriculum, Curriculum Standards
(5) Interagency Memorandum, California School to Work Interagency Transition Partnership
(6) Order of Selection for Vocational Rehabilitation Services, Providing Organized and equitable method of Serving Individuals with Disabilities

2. Describe the unit’s method or plans of complying with state and federal mandates and Title V regulations.

Please refer back to PART I which details the SPS Operation.
## PART VI: FIVE-YEAR PLAN

List measurable departmental goals and objectives for the next 5 years (based on the College’s mission statement and strategic plan), and the unit’s plan for completing these goals and objectives. Include proposed timelines, budget, if needed, and persons responsible.

*SPS will always strive to meet the mission, goals and objectives targeted in Section I.*

<table>
<thead>
<tr>
<th>Goal #1: To increase the retention, graduation, transfer and success rates of students with disabilities</th>
<th>Budget: State Allocation which will approximate $400,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective #1:</strong> Provide appropriate support services to facilitate equal educational access and academic success for students with disabilities. <strong>Objective #2:</strong> Provide special instructional offerings to facilitate equal educational access and academic success for students with disabilities.</td>
<td>Person Responsible: Special Programs and Service Coordinator, certificated, classified and unclassified staff</td>
</tr>
<tr>
<td>Timeline: Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #2: To maintain compliance with college, district, state and federal regulations relating to SPS Program management and service provision for students with disabilities and maximize resources in support of programs and services for students with disabilities.</th>
<th>Budget: State Allocation which will approximate $400,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective #1:</strong> To optimize communication with the college community, other colleges within the LACCD (including District Office) and surrounding community. <strong>Objective #2:</strong> To develop or maintain formal campus and community partnerships leading to resource development and optimal success for this population. <strong>Objective #3:</strong> To provide optimal SPS Program management to ensure delivery of quality programs and services for students with disabilities that meet compliance specifications.</td>
<td>Person Responsible: Special Programs and Service Coordinator, certificated, classified and unclassified staff</td>
</tr>
<tr>
<td>Timeline: Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

## PART VII: STUDENT LEARNING OUTCOMES (SLOS) AND SERVICE AREA OUTCOMES (SAOS) ASSESSMENT AND DATA INTEGRATION REPORT

UNDER DEVELOPMENT