

Last Review: 2011/2012

Current Year: 2014/2015

Preparers' Names: Robin Salak

Dean/Vice President: Irma Archuleta

Staff/Faculty, Positions & Titles:

1. Robin Salak, Instructor/Coordinator – responsible for coordinating the department’s day-to-day operations and representing the department on and off campus. As time permits, she also meets with new and continuing students, assisting them through the matriculation process and authorizing accommodations based on verified individual disabilities. In addition, Robin oversees II 210 (Individualized Instruction/Tutoring). She is a full-time, permanent faculty employee, with 70% Coordinator load and 30% Instructor load (1.0 FTE).
2. Leslie Williams, Counselor – responsible for meeting with new and continuing students, assisting students through the matriculation process and authorizing accommodations based on verified individual disabilities. She is also the only DSP Counselor at Evergreen Valley College (EVC), and is responsible for all above-and-beyond guidance counseling for DSP students. She is a full-time (32.8 hours/week), permanent faculty employee (1.0 FTE).
3. Debbie Collins, Program Assistant – responsible for providing clerical support for the day-to-day office operations. She is a full-time, permanent Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).
4. David Micetich, Interim Adaptive Media Technology Specialist I (working out of class)– responsible for providing alternate media to DSP students, test proctoring, and training students and staff with alternate media software and equipment. He is a full-time, temporary Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).
5. Alondra Ramos, Short-Term Clerical Assistant – responsible for assisting with clerical support. She is a full-time, temporary Classified employee, working 40 hours/week.
6. Janet Clair, Adjunct Adaptive P.E. Specialist – responsible for teaching adaptive PE courses for students with disabilities. She works .15 to .30 FTE (faculty) per semester.
7. Armando Echeverria, Adaptive P.E. Instructional Support Assistant I – responsible for assisting the adaptive PE instructor in the classroom. He is a permanent Classified employee, working .146 FTE annually. He works 6 hours/week during the fall and spring semesters.

Department/Program Summary

The mission of the Disabilities Support Program (DSP) is to enable a diverse population of students with a broad spectrum of disabilities to participate in and access all aspects of the college community. The Disabilities Support Program is committed to accessibility for all students, and ensuring that EVC DSP students are fully integrated, productive and assertive participants in their own educational process.

The Disabilities Support Program provides support services, and specialized classes in adaptive P.E. and individualized instruction for students with disabilities who are attending Evergreen Valley College. A variety of support services are available including specialized academic and vocational counseling, priority registration, interpreting or captioning services for the deaf, tutoring, note-taking, test proctoring (including extended time and use of adaptive computer hardware, software and equipment), mobility aids, and the provision of print materials in alternate formats. The DSP has an extensive array of specialized equipment, hardware and software that can be used by and is often loaned out to its students, in an effort to accommodate their individual disability-related needs.

Computers loaded with adaptive software are available to students who are unable to access the screen and/or keyboard, or perform word processing in the traditional manner. The DSP just completed the process of replacing thirty-six of its outdated computers with new ones. This has provided much needed computer speed and efficiency to DSP students. The DSP is currently in need of updating its adaptive software; however, due to lack of funds, this has not yet been possible. Other equipment and aids are also available for student use, such as digital recorders, UbiDuo (for deaf students), special color overlays (for students with light sensitivity), etc. Limited training is provided in assistive hardware/software to meet the unique needs of students.

Two classes are offered in adaptive physical education (APE); however, APE has been low enrolled since fall 2013. This low enrollment is mainly due to the cancellation and then the reinstatement of the APE program for fall 2013. It wasn't until summer 2013 that the two APE classes were reinstated for fall 2013. Unfortunately by that time, many students went elsewhere or they were unaware that this reinstatement occurred, and the APE enrollment declined.

Individualized Instruction (II 210) is an open enrollment, zero unit lab, where students receive one-on-one tutoring in basic skills, study skills, and in academic subject areas. Tutors are specially trained and supervised by the DSP Coordinator, and utilize special techniques and strategies.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 as amended, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990 as amended.

PART A: Overview of Program

Per Title V, the DSP maintains and updates a Program Plan for each academic year, with long-term goals, short-term goals, activities to accomplish the goals, and descriptions of the methods used for the program evaluation.

The DSP's 2013/2014 Program Plan is aligned with the goals of the College. The DSP's long-term goals, which are to provide accommodations and services to students with disabilities and to continuously educate the campus community, are in alignment with the College Mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens". They are also in alignment with the College's strategic initiatives of student access, visibility, campus community building, and

transparent infrastructure. The DSP's long-term goals are also in alignment with the District's Student Success mission and its guiding principles of "Opportunity, Equity and Social Justice".

The DSP's short-term goals which are to meet with the DSP Advisory Board a minimum of once per academic year, to stay abreast of all issues (legal and otherwise) concerning DSP&S, and to continue to minimally recruit during on-campus events are in alignment with the College Mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens". They are also in alignment with the College's strategic initiatives of student access, curriculum and program development, visibility, strategic partnerships development, campus community building, employee development, and transparent infrastructure. The DSP's short-term goals are also in alignment with the District's Student Success mission and its guiding principles of "Opportunity, Equity and Social Justice".

The minimum requirements for a Program Plan, per Title V, California Code of Regulations, Section 56046(c), are as follows:

1. Long-Term goals of the DSPS Program.
2. Short-Term goals of the DSPS Program.
3. Activities to be Undertaken to Accomplish the Goals and Objectives.
4. Description of the Methods Used for Program Evaluation.

The 2014/2015 Program Plan is as follows:

I. Long-Term Goals of the DSPS Program:

- 1. Provide accommodations and services to students with Disabilities at Evergreen Valley College, despite budget/staffing cuts.**

Activities to be undertaken to Accomplish Goal

- a. Search out additional funding sources.
- b. Streamline procedures and forms.
- c. Revise and implement Student Learning Outcome Surveys.

Description of the Methods Used for Program Evaluation

- a. Report on any additional funding sources found and used.
- b. Report on revising procedures and/or forms for purposes of streamlining.
- c. Report on Student Learning Outcomes.

- 2. Continuously educate the campus community, to ensure understanding and acceptance regarding disability issues, adherence to the laws that protect the rights of students with disabilities, and following DSP procedures.**

Activities to be Undertaken to Accomplish Goal

- a. Present at Division Meetings.
- b. Periodically e-mail out pertinent updates.
- c. Participate in Spooktacular event.

Description of the Methods Used for Program Evaluation

- a. Report on presentations at Division meetings.

- b. Report on pertinent disability-related updates that are periodically e-mailed out.
- c. Report on the DSP participation in the annual Spooktacular event.

II. Short-Term Goals of the DSPS Program:

1. Meet with DSP Advisory Board a minimum of once per academic year.

Activities to be undertaken to Accomplish Goal

- a. Create an agenda, Minutes from previous year, set up and conduct meeting(s).

Description of the Methods Used for Program Evaluation

- a. Report on DSP Advisory Board meeting(s).

2. Stay abreast of all issues (legal and otherwise) concerning DSP&S.

Activities to be undertaken to Accomplish Goal

- a. Read and participate in Listserve discussions.
- b. Read articles.
- c. Attend Region IV Coordinator’s meetings.

Description of the Methods Used for Program Evaluation

- a. Report on Listserve discussion participation.
- b. Report on articles read.
- c. Report on Region IV Coordinator’s meetings attendance.

3. Continue to minimally recruit during on-campus events only, since the DSP is no longer actively recruiting outside of EVC (per directive from the administration).

Activities to be undertaken to Accomplish Goal

- a. Participate in Early Admission Program.

Description of the Methods Used for Program Evaluation

- a. Report on Early Admission Program participation.

Three Recent Program Accomplishments That Contributed to the College’s Success

1. Provided accommodations and services to EVC DSP students, in compliance with pertinent State and Federal laws and regulations.
 - a. Continued to “do more with less” by streamlining procedures and revising forms to increase efficiency.
 - b. Maintained up-to-date records and procedures, in compliance with Title V and other local and State regulations.
 - Student Learning Outcomes requirements.
 - Program Plans.
 - Perkins IV Reports.
 - State DSPS Reports.
 - c. Increased the number of EVC DSP students with 4+ contacts by fifty-five students in 2013/2014 compared to 2012/2013.
 - Due to the budget crisis, the number of DSP students per academic year with 4+ contacts had been drastically declining.

- The DSP's all-time high for students served occurred in 2008/2009, when the DSP served 1,022 students with 4+ contacts.
 - In 2009/2010 the number dropped to 884 students with 4+ contacts.
 - In 2010/2011, the number dropped by more than 50% to 411 students with 4+ contacts.
 - In 2011/2012, the number remained virtually the same with 409 students with 4+ contacts.
 - Then, in 2012/2013, it dropped to its all-time low of 276 students with 4+ contacts.
 - In 2013/2014, the DSP served 331 students with 4+ contacts: however, the District Office (DO) unfortunately did not report the EVC DSP's Management Information Systems (MIS) data correctly and only reported 199 students with 4+ contacts. This resulted in a huge loss to the DSP of approximately \$100,000 of much needed State funding.
2. Participated and collaborated with on campus Special Programs, the District Office, and community partners.
 - a. Participated in the Special Programs Awards Ceremony at EVC since its inception on May 27, 2010.
 - b. Conducted "virtual" DSP Advisory Board meetings each spring, in compliance with Title V.
 - c. Worked with District Office personnel to create SJECCD Resolution #101414-3, Celebrating Disabilities Awareness Month in October, 2014.
 3. Helped to ensure that future DSPS State allocations are fair and accurate.
 - a. The EVC DSP was selected by the State DSPS to participate in a Student Weights Study (EVC was one of a small number of campuses selected for this study), so that the State can completely revamp their DSPS allocation formula. The DSP completed and submitted all data for this study in summer 2014.

Areas That Need to be Addressed

1. Devastating cuts to the DSP budget from all sources – State grant, college effort, VTEA/Perkins IV, MAA, have not been restored, despite the end of the budget crisis.
 - a. Lost eight key positions during the budget crisis
 - One full-time permanent L.D. Specialist (Faculty), who provided L.D. testing and taught special classes.
 - Adjunct/overload L.D. funding for additional L.D. testing.
 - Three adjunct faculty who taught special courses.
 - One full-time permanent, 12 month Assistive Services Specialist (Classified).
 - One full-time permanent, 12 month Staff Assistant II (Classified).
 - Two 20 hours per week permanent Lead Support Instructional Assistants (Classified).
 - b. Learning Disabilities (LD) testing is no longer offered. The EVC DSP is the only DSPS program in Region IV to not offer L.D. testing. All other Region IV programs offered L.D. testing throughout the budget crisis, including at the EVC DSP's sister campus, San Jose City College. Most Region IV programs are now fully-restoring their L.D. program (testing and special classes), while the EVC DSP program has received no funding from the Campus or District to offer any L.D. testing.
 - c. Reduction in the hours of operation and block testing schedule.
 - d. DSP special courses are no longer offered other than the two Adaptive P.E. courses and II 210. It is important to note that specialized courses more than pay for themselves. They generate

special class FTES funding from the State, which pays for the actual classes. In addition, every DSPS student enrolled in a special class receives an automatic four contacts for the program, which generates additional funding. Special classes also bring more students to the campus, and will provide additional FTES throughout the campus which may be needed when and if the District reverts back to FTES rather than Basic Aid.

- e. No provision to provide additional funding for adjunct faculty coverage during Intersession or summer session, other than the small amount from Perkins IV for June. The DSP must provide services when classes are in session. So, in order to ensure that the DSP has minimal faculty coverage, the DSP Counselor and Coordinator work limited hours during Intersession and summer session, but within load. This greatly impacts the students and the program during the fall and spring semesters, because it reduces the amount of time the Counselor and Coordinator can work in the DSP during the two main semesters.
 - f. No overtime available for Classified work.
 - g. DSP Advisory Committee no longer meets face-to-face, due to lack of staffing, funding, and time. Instead the DSP conducts “virtual meetings” via e-mail.
 - h. DSP faculty and staff do not attend conferences for staff development, other than those offered free of charge, or paid for through faculty Staff Development funds.
2. As described above, there is a need to restore the DSP’s budget and staffing, but at minimum, the DSP needs to hire three permanent full-time classified employees, in order to restore the infrastructure’s foundation:
- a. Adaptive Media Technology Specialist I.
 - b. Program Specialist.
 - c. Staff Assistant II or Program Assistant.
3. The DSP needs to begin recruiting and promoting its program to outside agencies and schools.
- a. Recruiting and outreach will not be possible; however, until the budget is fully restored, to provide ample staffing that would allow for recruiting.
4. The District Office needs to accurately report the MIS data so that the DSP does not lose vital State funding.
5. Lack of District policies make it difficult to provide accommodations and services in a timely manner. Such District policies are:
- a. Substitution/waiver policy for students with disabilities.
 - b. Fundamental alterations policy and committee.
 - c. Electronic and Information Technology (E&IT) Policy

PART B: Management Information Systems (MIS)

The San Jose/Evergreen Community College District (SJECCD) reports the DSP MIS data to the State Chancellor’s Office. Unless notified to the contrary, the District must report MIS data to the State according to the following schedule:

1. Summer Term – due 30 days after the end of the summer term.
2. Fall Term – due 30 days after the end of the fall term, or the first Monday in February, whichever is later.
3. Winter Term (Intersession) and Spring Term – due 30 days after the end of the spring term.
4. Final Date to Resubmit Corrections – first Monday in August.

The DSP utilizes sign-in sheets, SARS Grid and Datatel to manage accurate reporting of student contacts. DSP faculty and staff input onto SARS Grid for accurate contact reporting; however, the bulk of the inputting is

conducted by the Program Assistant. After comparing the sign-in sheets with SARS Grid information, the Program Assistant prints out a SARS Grid report, and the Coordinator checks all information for accuracy. Once that is completed, the Coordinator notifies District Office (DO) personnel to export the contact reporting information from SARS Grid. Then, the Coordinator examines any error messages. If there are error messages, the Coordinator corrects them. After that, the Coordinator communicates with DO personnel that the SARS Grid exported contact reporting information can be imported onto Datatel. The DSP Coordinator oversees this process and works closely with District Office personnel concerning questions and issues, as they arise.

Prior to the staffing cuts, the DSP had an Assistive Services Specialist, whose main job duty was to input MIS data and check for errors. The DSP's MIS reporting was more labor intensive then, but more accurate. Since the loss of that position, the DSP has had to simplify the way in which contacts are captured, and there have been numerous issues related to transferring data from SARS Grid onto Datatel. This has resulted in fewer contacts reported to the State Chancellor's Office, which has resulted in less categorical funding for the DSP. There were also discrepancies between what was inputted onto Datatel and what the System Office received from the DO.

The DSP Coordinator and one key DO employee finally worked out the reporting discrepancies, but unfortunately that employee left the SJECCD in December 2013. The Coordinator was not informed that this key DO employee was no longer working for the District, but by February 2015, the Coordinator was able to ascertain this information on her own. At that point, the Coordinator began contacting DO personnel in order to receive MIS assistance to ensure that the MIS data was reported accurately. By May, the Coordinator intensified her requests for assistance from the DO. Finally, in August, just before the final date to submit all MIS corrections, she e-mailed the EVC President, because nobody was putting forth any effort to ensure the MIS data was reported correctly and by the deadline. The Coordinator even provided the DO with the list of DSP students for the 2013/2014 academic year who had 4+ contacts, because she wanted to ensure that what was reported to the State included those 331 students. Just prior to the final submission date, the Coordinator was assured that all 331 students with 4+ contacts were reported accurately to the State.

On October 31, 2014, the State Chancellor's Disabled Student Programs and Services (DSPS) division sent out P1 budget information, and the Coordinator discovered that only 199 DSP students with 4+ contacts were reported to the State. This meant that it was underreported by the DO by 132 students. Another way to look at this is that only 60% of what should have been reported was reported.

The bulk of the DSPS State allocation is determined by weighted student count (each disability category is given a different weight), and weighted student count is based on students with 4+ contacts per academic year. While other DSPS programs across California have had their State's funding restored and are benefiting greatly by an increased State allocation, the EVC DSP only received \$11,267 more in State funding this year than last year. The DSP would have received approximately \$100,000 more for the 2014/2015 State allocation, had the numbers been reported correctly by the District Office.

On November 5, 2014, SJECCD Chancellor, Rita Cepeda, sent an e-mail to the EVC DSP Coordinator, Robin Salak, concerning the exact loss in State revenue to the DSP because of the District's misreporting to the State Chancellor's Office. In Chancellor Cepeda's e-mail she stated, "I am sure Pres Yong will be able to get the info". On November 6, 2014, EVC President, Henry Yong, sent the EVC DSP Coordinator an e-mail, stating that he discussed the topic that morning with Chancellor Cepeda, and had a meeting about it that afternoon with Vice Chancellor Doug Smith, Director of Fiscal Services Peter Fitzsimmons, and EVC Vice President Henry Gee, and assured the Coordinator "that staff from different departments are working for a solution". Despite numerous

follow-up e-mails on the part of the DSP Coordinator, the exact amount of funds lost and a solution for this lost revenue to the DSP was never determined by SJECCD personnel. So, the Coordinator worked with the State DSPS office concerning a formula that would determine a close approximation of what the DSP would have received, had the DO reported the student numbers correctly. The Coordinator utilized this formula, and determined that her \$100,000 estimate in lost State allocation funds was extremely accurate. The Coordinator is working closely with DO personnel to hopefully ensure that this underreporting never occurs again.

This inaccurate reporting by the DO is alarming, especially since the DSP is in such desperate need of funding. The EVC DSP can't continue to operate under the current level of funding and lack of staffing, which greatly impacts its students and employees. Not only was the DSP counting on having its State funding restored, but the DSP also desperately needs to have its Campus and District funding restored as well.

PART C: Demographics

Ethnicity Age and Gender Demographics are as Follows:

2011/2012 Reported Ethnicity Demographics		
Reported Ethnicity	EVC DSP Only	All EVC
African American	7.83%	4.0%
Asian	29.42%	42.5%
Latino/a	36.35	35.5
Native American	.76	1.0
Pacific Islander	2.34	1.0
White	16.18	8.0

2012/2013 Reported Ethnicity Demographics		
Reported Ethnicity	EVC DSP Only	All EVC
African American	8.86%	3.5%
Asian	20.71%	45.0%
Latino/a	37.09	35.0
Native American	1.4	1.0
Pacific Islander	.9	1.0
White	15.39	7.5

2013/2014 Reported Ethnicity Demographics		
Reported Ethnicity	EVC DSP Only	All EVC
African American	10.48%	3.0%
Asian	16.52%	38.5%
Latino/a	34.63	28.5
Native American	.51	1.0
Pacific Islander	.34	1.0
White	13.0	5.5

2011/2012 Reported Age Demographics		
Reported Age	EVC DSP Only	All EVC

Under 18 – 29 years	52.01%	69.5%
30+ years	47.71%	31%

2012/2013 Reported Age Demographics		
Reported Age	EVC DSP Only	All EVC
Under 18 – 29 years	66.36%	72%
30+ years	32.65%	28.5%

2013/2014 Reported Age Demographics		
Reported Age	EVC DSP Only	All EVC
Under 18 – 29 years	69.06%	76.5%
30+ years	29.02%	23.5%

2011/2012 Reported Gender Demographics		
Reported Gender	EVC DSP Only	All EVC
Female	50.27%	50.5%
Male	49.44%	49.5%

2012/2013 Reported Gender Demographics		
Reported Gender	EVC DSP Only	All EVC
Female	47.63%	51%
Male	51.15%	48.5%

2013/2014 Reported Gender Demographics		
Reported Gender	EVC DSP Only	All EVC
Female	47.75%	53.5%
Male	50.3%	46%

Ethnicity

African American

EVC's African American population decreased all three academic years, while the EVC DSP's population increased for all three years. In 2011/2012, the EVC DSP served almost 2 times that of EVC. In 2012/2013, the EVC DSP served more than 2.5 times that of EVC. In 2012/2013, the EVC DSP served nearly 3.5 times that of EVC.

Asian

The EVC DSP served considerably less Asian students than did EVC for all three academic years. In 2011/2012, the DSP served 13.08 percentage points less than EVC. In 2012/2013, the DSP served 24.29 percentage points less than EVC. In 2013/2014, the DSP served 21.98 percentage points less than EVC. This data is an area of concern for the DSP, and it is most likely culturally based – Asian students are less likely to want to be identified as being part of a program for students with disabilities.

Due to a shortage in DSP staffing, the DSP does not have the ability to provide Outreach for this particular population. The DSP will contact the EVC Asian/Pacific Islander Resources for Excellence (ASPIRE) program to discuss ways in which the Asian population can be better informed about the services offered by the DSP.

Latino/a

The EVC DSP’s percentage rates served for the Latino/a population remained about the same for all three academic years, and higher than EVC’s percentage rates served.

Native American

This ethnicity is a small population for EVC and the DSP. The population served remained fairly consistent and was about evenly matched between EVC and the DSP for all three academic years.

Pacific Islander

This ethnicity is a small population for EVC and the DSP. In 2011/2012, the DSP served more than 2 times that of EVC. In 2012/2013, EVC and the DSP were evenly matched. In 2013/2014, the DSP served less than half of that served by EVC.

White

The DSP served considerably more White students than did EVC for all three academic years. In 2011/2012 and 2012/2013, the DSP served more than 2 times that of EVC. In 2013/2014, the DSP served almost 2.5 times that of EVC.

Age

The DSP serves fewer students in the 29 years and under category and more students in the 30+ years category, as compared to EVC. As a population ages, disabilities increase, and this might explain much of the discrepancy. In addition, some students coming from High School Special Education programs might not want to be part of a program that serves students with disabilities, because some have negative experiences related to being labeled as having a disability in high school.

Currently, the DSP has not participated in any external outreach for several years, per a directive from the Administration. Once the DSP’s funding and staffing is restored, perhaps it can begin high school recruiting and outreach once again.

Gender

EVC’s female population made a slight increase and the male population slightly decreased for all three academic years. Conversely, the DSP’s female population slightly decreased from 2011/2012 to 2012/2013, and remained about the same for 2013/2014. Overall; however, the changes were so slight that the gender populations were basically evenly matched between EVC and the DSP for all three academic years.

Success Demographics are as Follows:

2011/2012 Student Success Rates (Students with Grades A, B, C, CR, or P)	
4+ EVC DSP Contacts	All EVC
67.27%	66.5%

2012/2013 Student Success Rates (Students with Grades A, B, C, CR, or P)	
4+ EVC DSP Contacts	All EVC
69.76%	67%

2013/2014 Student Success Rates (Students with Grades A, B, C, CR, or P)	
4+ EVC DSP Contacts	All EVC
68.71%	66.5%

DSP students with 4+ DSP contacts performed slightly better than the total college population for all three academic years. The DSP program appears to benefit those students who utilize its services (those with 4+ contacts).

PART D: Compliance

Student Eligibility

Students do not necessarily need to have a disability to enroll in classes offered by the Disabilities Support Program. However, in order to receive ongoing supportive services, students must have a documented disability that results in functional/educational limitations that hinder school-related performance.

The Eligibility Process requires that students hand deliver their disability documentation to the DSP, or sign a release form so that the DSP can obtain disability records. Once the DSP receives the documentation, a student makes an appointment to meet with the DSP Counselor or Coordinator. The Eligibility meeting with the DSP Counselor or Coordinator determines whether or not the student meets Title V requirements for a documented disability. Typically, at that meeting, the student’s Student Educational Contract (SEC) and accommodations are determined, through an interactive process between the student and the DSP Specialist (Counselor or Coordinator). The Counselor will also meet with those students who require additional above-and-beyond Guidance Counseling assistance.

Most students in the DSP have permanent on-going disabilities, and some have temporary ones (with end dates). To monitor continued program eligibility as well as the needs and goals of each student, students meet with the DSP Counselor or Coordinator on an annual basis in order to develop an updated SEC for each academic year.

PART E: Program Requirements

The only staff member for a DSPS program, required by Title V, is the Coordinator. Each college in a district must possess a designated Coordinator who meets specific minimum requirements in education and experience. The EVC DSP Coordinator meets these specific minimum requirements. Per Title V, “the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS.”

DSPS also mandates that every program maintains an Advisory Committee that must meet at least once per academic year. Due to the budget crisis, meetings are now allowed to be conducted via e-mail, phone, or

other technology. The Advisory Committee must contain students with disabilities, and representatives of the disability community.

The DSP at EVC continues to have an Advisory Committee that meets once per year via e-mail. The members do consist of students with disabilities (current and past DSP students), and numerous community members within the disability community from the following agencies:

- Department of Rehabilitation, Piedmont Branch.
- Santa Clara University, Disabilities Resources.
- San Jose State University, Disability Resource Center.
- Parents Helping Parents.
- Department of Parks and Neighborhood Services.
- Juvenile Probation, Santa Clara County.
- East Side Union High School District, Career & Vocational Department.
- EVC Library.
- EVC WIN/CalWorks.
- EVC Student Support Services.
- EVC Foster and Kinship Care Education Program, and Youth Empowerment Strategies for Success.

The type of documentation that is required by a DSPS program is as follows:

1. Accurate and up-to-date confidential student files.
2. Annual Program Plan.
3. Budget information.
4. State Reports
 - a. End-of-Year Report – typically due by September 15 each year.
 - b. Mid-Year Report – an optional report that must typically be submitted in March of each year.

PART F: Program Services

Per Title V (and State and Federal laws), each college must provide necessary supportive services to students with disabilities to “enable students to participate in regular activities, programs and classes offered by the college”. In order to provide the necessary supportive services, according to Title V, certain conditions must be satisfied:

1. The specific services must be described in each student’s Student Educational Contract.
2. DSP staff must meet specific Title V minimum qualifications.
3. Per Title V, “All staff, whether professional or paraprofessional, must be accountable to the DSPS Coordinator with respect to reporting requirements and compliance with DSPS regulations. This does not mean that all staff serving students with disabilities must be supervised by the DSPS Coordinator, but he/she must have the administrative authority necessary to ensure that all services are properly coordinated and that all regulatory requirements are satisfied.”
4. The college must provide comparable services to students with disabilities as it does to those students without disabilities.

Because of the budget crisis, which resulted in a drastic loss of support staff and faculty to the DSP, the DSP finds itself out of compliance on occasion, and the few staff members remaining are having to work

quicker, harder, and with less thought and detail as compared to before the cuts. This has resulted in some errors of judgment and documentation. In addition, students (including potentially new students) often must wait longer periods of time before being able to meet with the Counselor or Coordinator. Unfortunately, potentially new students will not receive necessary accommodations until they meet with the Counselor or Coordinator. This longer wait time could greatly affect their academic success. In addition, depending on the demands of a particular day or week, a student's needs may not be fully addressed and they sometimes feel rushed or hurried. Another issue is that the DSP staff often work many "volunteer" hours in order to keep up with the demands of the job, due to the drastic reduction in staffing. A final issue is that there is extremely limited faculty coverage during intersession and summer, because of a lack in funding. This has resulted in potentially new students having to wait until the fall or spring semesters before they could meet with the Counselor or Coordinator to determine eligibility and accommodations.

PART G: Student Learning Outcomes

Student Learning Outcomes have been revised consistently over the past several years with input from all DSP staff members. The DSP has met all SLO Matrix deadlines. To view the current DSP SLO Survey, as well as the DSP SLO Matrices for 2011/2012, 2012/2013, and 2013/2014, go to:

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/student-services](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/student-services)

The DSP's most current SLO Matrix is from the 2013/2014 academic year, and the information is as follows:

1. Core Activity

Students will attend an eligibility and accommodations appointment with DSP Counselor or Coordinator.

2. SLOs (Based on Core Activity)

- a. 65% of DSP students will be able to correctly identify their disability (ies).
- b. 90% of DSP students will be able to correctly identify 2+ of their functional/educational limitations.
- c. 90% of DSP students will be able to correctly name 2+ accommodations provided by the DSP.
- d. 80% of current DSP students will utilize DSP services 4+ times per academic year.

3. Target Population for the Core Activity

Students with disabilities in the EVC DSP.

4. Assessment Tool Selected for Core Activity

- a. Items a-c above – surveys.
- b. Item d above – data from the district office.

5. Evaluation Timeline Selected for Core Activity

- a. Three weeks in fall 2012 – from 10/15/12-11/2/12.

6. Summary of Assessment Findings

- a. 29 students completed surveys.
- b. 83% of students surveyed (24 out of 29) correctly identified their disability (ies). 17% of students surveyed (5 out of 29) were not able to correctly identify their disability (ies).
- c. 93% of students surveyed (27 out of 29) correctly identified 2+ of their functional/educational limitations. 7% of students surveyed (2 out of 29) were not able to correctly identify 2+ of their functional/educational limitations.

- d. 86% of students surveyed (25 out of 29) were able to correctly name 2+ accommodations provided by the DSP. 14% of students surveyed (4 out of 29) were not able to correctly name 2+ accommodations provided by the DSP.
- e. 58% of DSP students utilized DSP services 4+ times per 2012/2013 academic year.

7. Changes That will be Implemented as a Result of Program Findings

- a. Ongoing emphasis will be placed on using accommodations as a tool for academic success and retention, in DSP sessions with Counselor and/or Coordinator.
- b. The four SLOs to be reassessed spring 2014.
- c. Student surveys to be reassessed spring 2014.

PART H: Funding Expenditures & Accountability

The Coordinator ensures that categorical funds are only used for allowable and mandated expenses. The College is not mandated to provide a match/maintenance of effort, except for Deaf and Hard of Hearing (DHH) funds, if the DSP requests such funds from the State. In which case, the College/District is responsible for ¼ of the additional DHH funds received, but typically funds more than the required ¼ match because of a lack of State DHH funding.

Although the College is not mandated to provide a match/maintenance of effort (with the exception of DHH special funding), the College and District are still responsible for ensuring that all federal and state laws pertaining to educational access for students with disabilities are being followed. To this end, the college and District should make certain that the DSP is adequately funded and staffed, and at the present time the DSP is underfunded and understaffed.

The DSPS End of Year (EOY) Expenditure Report is always due to the State Chancellor's Office in the fall (usually September 15) for the previous academic year. Reports have always been submitted on time by the EVC DSP. Although optional, the EVC DSP always submits a Mid-Year Reallocation Report in the spring so that the DSP can receive any additional funding that may be returned by other DSPS programs.

PART I: Technology

Due to staffing cuts, the DSP has had to put most technology plans on hold, such as plans to "go paperless". Going paperless would not only be good for the environment, but would save a considerable amount of time in the DSP. Unfortunately, the DSP does not have the funding for the software or the additional staffing that would be necessary to automate its system. The DSP did begin implementing the use of "paperless" case notes at the start of this spring 2015 semester. As each student meets with the Counselor or Coordinator, case notes are being created electronically and stored in a shared folder.

The DSP recently received 36 new computers from EVC's Information Technology Support Services, and the computers were installed and loaded with the DSP's adaptive software from 11/17/14 – 11/26/14. The DSP is currently in need of updating its adaptive software; however, due to lack of funds, this has not yet been possible.

The DSP used to offer special classes in adaptive technology, but unfortunately those special courses are no longer offered. The DSP's High Technology Center is now used only for test-proctoring. Students are briefly

trained on some of the most popular software programs, but they no longer benefit from the intensive training they received in the special classes.

PART J: Planning Agenda

The DSP has revamped many of the student forms and procedures, in order to save time, so that more can be done with less. Funding for the DSP is always an issue. In addition to the Categorical funding, the DSP Coordinator always advocates for College Effort and PERKINS IV funding. The DSP no longer participates in MediCal Administrative Activities (MAA) because the DSP stopped receiving funding from its participation, and the money earned was used elsewhere within the College and District.

At present, the EVC DSP functions more like an “accommodations mill” rather than the vibrant, growing, and services-oriented program that it once was several years ago. The DSP is not supported by the college in alignment with EVC’s guiding principles of “equity, opportunity, and social justice”, nor is it in alignment with the college’s mission “to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens”. Not only are sufficient college resources not being adequately allocated to the EVC DSP, but the DSP has also lost a considerable amount of State funding for 2014/2015 because of incorrect reporting of student contacts to the State by the SJECCD. While other DSPS programs throughout the State are benefiting from a huge increase in State funding this academic year, the EVC DSP lost approximately \$100,000 in additional State funding because the District did not report the DSP student numbers correctly, despite the fact that the Coordinator provided the exact information to District personnel that needed to be reported to the State.

The DSP served over 1000 students with 4+ contacts in 2008/2009, and currently serves approximately 400 students. Note: The bulk of the State DSPS allocation is generated from the students served with 4+ contacts. This drastic decline is due to a number of reasons. One main reason is that the DSP no longer provides specialized courses, other than two Adaptive PE courses, and specialized courses bring in DSPS students. It is also important to note that specialized courses more than pay for themselves. They generate special class FTES funding from the State, which pays for the actual classes. In addition, every DSPS student enrolled in a special class receives an automatic four contacts for the program, which generates additional funding. Finally, offering specialized courses helps DSP students to succeed in college, and not offering them is in direct opposition with EVC’s guiding principles and mission. Another reason for our drastic decline in students served is because the DSP, for the past several years, has been instructed by the EVC Administration to not participate in recruiting. Even if the DSP were to be given permission to begin recruiting again, the DSP currently does not have the staffing to do so. Finally, the EVC DSP is the only program in Region IV to not offer any Learning Disability (L.D.) testing. The DSP used to employ 1 full-time and several part-time L.D. Specialists. Students must now go to other campuses, in order to receive L.D. testing. Again, not offering L.D. testing is in direct opposition with EVC’s guiding principles and mission.

The following information concerning L.D. testing on Region IV campuses was obtained in late October of 2014, which was prior to the State allocation report, giving most campuses a huge increase in funding. It is highly likely that many Region IV campuses have since increased their L.D. assessments from the below

reporting information. The following is a list of the number of L.D. specialists and the number of students assessed per academic year at each Region IV campus (most also offer special classes as well), prior to the increased 2014/2015 State funding:

- Cabrillo College – 2 full-time and 1 part-time L.D. Specialists who assess approximately 65 students per academic year.
- Chabot College – 2 full-time and 1 part-time L.D. Specialists who assess approximately 120 students per academic year.
- De Anza College – 4 full-time and 3 part-time L.D. Specialists who assess approximately 200-230 students per academic year.
- Foothill College – 1 full-time L.D. Specialist who assesses approximately 45 students per academic year.
- Gavilan College – 2 full-time L.D. Specialists who assess approximately 180 students per academic year.
- Hartnell College – 1 full-time and 1 part-time L.D. Specialist/Counselor who assess approximately 20-24 students per academic year.
- Las Positas College – 1 full-time L.D. Specialist who assesses approximately 40-60 students per academic year.
- Mission College – 3 part-time L.D. Specialists who assess approximately 50 students per academic year.
- Monterey Peninsula College – 1 full-time and 1 part-time L.D. Specialist who assess approximately 70-80 students per academic year.
- San Jose City College – 1 part-time L.D. Specialist who assesses approximately 30 students per academic year.
- West Valley College – 2 full-time L.D. Specialists who assess approximately 40 students per academic year.

In order for the DSP to be in alignment with EVC's guiding principles of "equity, opportunity, and social justice", and EVC's mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens", the DSP needs to update its adaptive software, to become "paperless", and to hire the following staffing positions:

- a. Adaptive Media Technology Specialist I
 - The Adaptive Media Technology Specialist I retired in August of 2014. Currently, a person is filling the interim position; however, the job announcement needs to be posted as soon as possible so that the DSP can fill that position with a permanent employee. The EVC DSP Coordinator has been trying to move the process along since August, 2014, yet the job announcement has yet to be posted.
- b. Program Specialist
 - The Assistive Services Specialist was an important position lost during the budget crisis. Since that time, the remaining DSP staff members have absorbed the duties of that position. Rather than hire an Assistive Services Specialist, to replace the position lost during the budget crisis, the DSP's shift in job duties now requires the hiring of a Program Specialist. This position was part of EVC's reorganization plan. If the DSP is to ever offer special classes or L.D. testing again, it must first rebuild its foundation, which was greatly impacted during the budget crisis. As it stands currently, the DSP is

understaffed, which has greatly impacted its office hours and block testing schedule, and is extremely apparent when one staff member is unable to work due to illness or personal necessity. It is imperative that the DSP has two full-time front-office staff, and one needs to be a Program Specialist.

c. Staff Assistant II or Program Assistant

- Currently, the DSP has one permanent full-time Program Assistant and one temporary Clerical Assistant. If the DSP is ever able to hire a Program Specialist (see above), and if the current Program Assistant is hired as the Program Specialist, then the DSP will need to replace the Program Assistant position with a Staff Assistant II. If someone other than the DSP's current Program Assistant is hired as the Program Specialist, then the DSP will keep the Program Assistant position.

d. Adjunct Instructors, Including L.D. Specialists and Intersession/Summer Coverage Hours

- DSP students could greatly benefit from hiring adjunct instructors, in order to offer special courses once again, in the areas of adaptive technology, speech/language, memory, student success, writing, reading, and mathematics. The classes will be funded through Special Class FTES from the State, will bring more students back to the campus, and will generate more funding for the DSP since each DSP student enrolled in a special class automatically receives four contacts for the DSP.
- The DSP currently provides no learning disabilities testing, and is the only college in Region IV that does not provide this testing. It would be extremely beneficial for the DSP to begin the process of offering L.D. testing by hiring adjunct L.D. specialists, with a goal of eventually hiring a full-time Learning Disabilities Specialist, as it previously had. Note: Even though the DSP Counselor and DSP Coordinator are L.D. Specialists, it would be unreasonable to require them to offer L.D. testing within their load. As it is, their job duties have increased because they had to absorb duties when DSP staff members were laid off. Requiring them to add L.D. testing to their extremely busy schedules would greatly impact students, because there would be less available time to assist students and provide them with accommodations.
- The DSP must provide services when classes are in session. Currently, there is no provision to provide additional funding for adjunct faculty coverage during Intersession or summer session other than the small amount from Perkins IV for June. So, in order to ensure that the DSP has minimal faculty coverage, the DSP Counselor and Coordinator work limited hours during Intersession and summer session, but within load. This greatly impacts the students and the program during the fall and spring semesters, because it reduces the amount of time the Counselor and Coordinator can work in the DSP during the two main semesters. For example, the DSP Coordinator provided minimal coverage during the summer 2014 session, and those hours reduced her fall 2014 hours; therefore, the Coordinator only worked in the DSP three days per week during the fall 2014 semester, and 30% of that time was for her instructional load (she is the instructor of a DSP tutoring lab – II 210). Since the DSP Coordinator had to prepare the DSP's End of Year Report, complete an annual Program Plan, work on DSP SLOs, get ready for an annual audit, write this Program Review, monitor the budget, and take care of a variety of DSP needs, she was unable to meet with students, except for urgent matters, during the entire first month of the fall 2014 semester. Allocating additional funds for faculty coverage during Intersession and summer session would greatly benefit DSP students and the DSP program.

Budget & Projected Expenditures				
	2011/12	2012/13	2013/14	2014/15
Indicate Number of Students Served with 4+ contacts (project # of students served for 2014/15)	409	276	Served 331 students with 4+ contacts, but DO only reported 199, costing DSP an estimated \$100,000	400
Annual Base Budget (fund 17) (project budget for 2014/15)	307,657	\$296,103	\$287,258	\$311,000
Annual Base Budget (fund 10) (project budget for 2014/15)	\$114,357	\$139,397	\$187,161	\$179,000
Additional Funding Sources (project costs for 2014/15)	1. Special Class FTES: \$20,584 2. PERKINS IV: \$6,633 3. Work Studies Student Workers: \$8,979 4. MAA: \$6,980 <hr/> Total: \$43,176	1. Special Class FTES: \$11,120 2. PERKINS IV: \$5,217 3. Work Studies Student Workers: \$5,323 <hr/> Total: \$21,660	1. Special Class FTES: \$11,661 2. PERKINS IV: \$6,385 3. Work Studies Student Workers: \$11,952 <hr/> Total: \$29,998	1. Special Class FTES: \$11,700 2. PERKINS IV: \$6,000 3. Work Studies Student Workers: \$12,000 <hr/> Total: \$29,700