

# **Student Services Program Review 2019/20 UPDATE**

**DSPS**

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## **General Information (Student Services Program Review 2019/20 UPDATE)**

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## 2019/20 Student Services Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Melissa Williams and Erika Higginbotham
- Name of Liaison: Leroy Johnson
- Department Chair: Erika Higginbotham
- Name of Manager/Service Area Supervisor: Dean Larry Maxey

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

#### File Attachments:

1. MESA COLLEGE DATA\_EMPLOYEE STUDENT.xlsx
2. Mesa College Survey Responses.docx
3. Responses to Program Plan Question regarding ADA Transition Plan.docx

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Student Services Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018/19 Goals for DSPPS

##### Establish Centralized Campus-Wide Proctoring Center

DSPPS will seek campus collaboration and support to establish a centralized proctoring center as an equity component for all Mesa College students.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy

##### Provide High Level of DSPPS Services

DSPPS will maintain high quality of service by providing services required by legal mandates while implementing district wide office management software to increase student access and success.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

### Access Technology

DSPS will continue to provide students with disabilities access to cutting edge assistive technology, and computer support for academic classes, by ensuring ongoing support and funding for access technology.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

### DSPS Enrollment & Accommodations for College & Career Access Pathways (CCAP) Students

DSPS will streamline a process to meet the college's legally mandated requirements of providing academic accommodations to high school students who are enrolled in Mesa courses. Many of the College & Career Access Pathways (CCAP) courses take place on a high school campus, but since they are Mesa courses the academic accommodations are the responsibility of our campus.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 6.2, Strategic Goal 6.3

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018/19 Goals for DSPS

Goal

#### **Goal: Establish Centralized Campus-Wide Proctoring Center**

DSPS will seek campus collaboration and support to establish a centralized proctoring center as an equity component for all Mesa College students.

**Action:** Identify Gaps

<b>Describe the actions needed to achieve this objective:</b>	We will need to determine the need for proctoring outside of DSPS' normal business hours. This will include the survey of enrolled DSPS students and instructional faculty. Currently, DSPS is not able to provide support for evening and weekend test proctoring. Campus wide proctoring would be beneficial for all students and during peak times (midterms and finals), during intersession (4 week), short-term, summer and online/hybrid classes.
<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPS and Instructional faculty.
<b>Provide a timeline for the actions:</b>	Within the 19-20 academic year.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	In the Spring of 2020 DSPS will survey students to see if they have a need for proctoring during the evenings and on weekends. If the need is determined, we will inform and survey instructional faculty. Once we have this information we can look further into the location and staffing.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	We will need to work with the IE team to create and distribute an effective survey to students and faculty.

**Goal: Provide High Level of DSPS Services**

DSPS will maintain high quality of service by providing services required by legal mandates while implementing district wide office management software to increase student access and success.

**Action:** Communicate needed steps necessary to continue services and accommodations

<b>Describe the actions needed to achieve this objective:</b>	Communicate important deadlines to students using a different media/modes (posters, Visix, email, text, etc.)
<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPS Staff
<b>Provide a timeline for the actions:</b>	Daily, weekly and monthly.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Point of service surveys, self-audit (conducted during biweekly faculty/staff meetings).
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer</b>	Staff time, technology (computers, monitor, VISIX, software), professional growth opportunities.

**Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

**Goal: Access Technology**

DSPS will continue to provide students with disabilities access to cutting edge assistive technology, and computer support for academic classes, by ensuring ongoing support and funding for access technology.

**Action: Allocate Funding for Access Technology**

<b>Describe the actions needed to achieve this objective:</b>	Within the DSPS budget, ensure that there is adequate funding in the 5000/6000 areas to support maintaining, upgrading, and purchasing hardware/software.
<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPS Coordinator
<b>Provide a timeline for the actions:</b>	Ongoing review.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Updated hardware/software will have been implemented accordingly.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Allocations from State CCCCCO.

**Goal: DSPS Enrollment & Accommodations for College & Career Access Pathways (CCAP) Students**

DSPS will streamline a process to meet the college's legally mandated requirements of providing academic accommodations to high school students who are enrolled in Mesa courses. Many of the College & Career Access Pathways (CCAP) courses take place on a high school campus, but since they are Mesa courses the academic accommodations are the responsibility of our campus.

**Action: DSPS Enrollment & Accommodations for CCAP Students**

<b>Describe the actions needed to achieve this objective:</b>	DSPS will hire an adjunct faculty to oversee the intake, academic accommodations (and implementation of the accommodations: Test proctoring, alternate text media, interpreting and captioning requests, note taking, etc.), communicating with High School staff, Professors of CCAP courses and support High School support counselors for CCAP students.
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**Who will be responsible for overseeing the completion of this objective:**

DSPTS faculty and Dean of Equity.

**Provide a timeline for the actions:**

Completed by the end of the 2020-2021 academic year.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Mesa College and the DSPTS department have already been designated as legally responsible for academic accommodations for any Mesa College course. Since the CCAP courses are held at the High School campuses, DSPTS will need to work with instructional departments to ensure the enrolled students with disabilities are able to access accommodations for their courses. Our assessment of this plan will be qualitative and quantitative, and we will know when we have achieved our objective when the high school campuses and the Mesa Professors of CCAP courses are aware of the process for approving and implementing accommodations for students with current 504 Plans and IEPs . We will also need to ensure the Professors and Deans of the courses held are aware of Mesa College's responsibility to implement any approved academic accommodation and who to contact when they have questions or concerns. Hiring an adjunct DSPTS Counselor will streamline our process of intakes at the high school campuses, communication with Professors to assist with accommodations in the classroom, and it will also support the proctoring of testing accommodations.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Faculty, travel costs (mileage), computer equipment, mobile printer, interpreter and captioning costs, software for implementing alternate text media off site.

## GOAL STATUS REPORT (REQUIRED)

### Action Statuses

#### 2018/19 Goals for DSPTS

Goal

**Goal: Establish Centralized Campus-Wide Proctoring Center**

DSPTS will seek campus collaboration and support to establish a centralized proctoring center as an equity component for all Mesa College students.

**Action: Identify Gaps**

**Describe the actions needed to achieve this objective:**

We will need to determine the need for proctoring outside of DSPTS' normal business hours. This will include the survey of enrolled DSPTS students and instructional faculty. Currently, DSPTS is not able to provide support for evening and weekend test proctoring. Campus wide proctoring would be beneficial for all students and during



<b>Who will be responsible for overseeing the completion of this objective:</b>	peek times (midterms and finals), during intersession (4 week), short-term, summer and online/hybrid classes. DSPS and Instructional faculty.
<b>Provide a timeline for the actions:</b>	Within the 19-20 academic year.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	In the Spring of 2020 DSPS will survey students to see if they have a need for proctoring during the evenings and on weekends. If the need is determined, we will inform and survey instructional faculty. Once we have this information we can look further into the location and staffing.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	We will need to work with the IE team to create and distribute an effective survey to students and faculty.

Status for Identify Gaps

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	DSPS has had multiple staff meetings with the subject of a campus wide proctoring center on our agenda. We have concluded that we would like more information from students on their need for test proctoring outside of normal business hours. Chairs of the academic departments have expressed an interest. Once we have this formal information, and a specific need is determined from students, we will survey instructional faculty for their needs and interests.

**Goal: Provide High Level of DSPS Services**

DSPS will maintain high quality of service by providing services required by legal mandates while implementing district wide office management software to increase student access and success.

**Action:** Communicate needed steps necessary to continue services and accommodations

<b>Describe the actions needed to achieve this objective:</b>	Communicate important deadlines to students using a different media/modes (posters, Visix, email, text, etc.)
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<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPS Staff
<b>Provide a timeline for the actions:</b>	Daily, weekly and monthly.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Point of service surveys, self-audit (conducted during biweekly faculty/staff meetings).
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Staff time, technology (computers, monitor, VISIX, software), professional growth opportunities.

Status for Communicate needed steps necessary to continue services and accommodations

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

This goal will always be in progress as accommodations are equity, and we must continue to evaluate and reshape our practices to meet the needs of students with disabilities on our campus. We have implemented more phone appointments, updated existing accommodations for students who do not require changes via email and have continued the department's Touchstone Group, a support group for students on the Autism Spectrum . We will be taking actions based on our findings of a Program Plan Survey sent out by the Chancellor's office to increase awareness for students when implementing accommodations (self-advocating), the complaint process and the courses/resources offered to students in the DSPS High Tech Center. We will also implement ongoing Professional Learning for Instructional Faculty, Classified Staff and Administrators so they too can be aware of the legal mandates and responsibilities of accommodating students enrolled in Mesa's courses.

### **Goal: Access Technology**

DSPS will continue to provide students with disabilities access to cutting edge assistive technology, and computer support for academic classes, by ensuring ongoing support and funding for access technology.

**Action: Allocate Funding for Access Technology**

<b>Describe the actions needed to achieve this objective:</b>	Within the DSPS budget, ensure that there is adequate funding in the 5000/6000 areas to support maintaining, upgrading, and purchasing hardware/software.
<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPS Coordinator
<b>Provide a timeline for the actions:</b>	Ongoing review.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Updated hardware/software will have been implemented accordingly.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Allocations from State CCCCCO.

**Status for Allocate Funding for Access Technology**

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	This is an ongoing goal as technology is always evolving to improve access and meet the needs of students with disabilities. Since the budget allocations have limited our resources for new technology, we have focused on maintaining the licenses for the software we currently utilize. In addition, our department has met with the Equity Librarian to discuss resources that could be available to assist all students- not just students with disabilities. An example of this is the partnership with the Book Eye located outside of the High Tech Center (HTC). Many DSPS students are loaned equipment through DSPS such as a specialized microscopes for students with vision disabilities, frequency modulation (FM) systems to improve the clarity of sound during course lectures, digital recorders, and the Livescribe Smartpen to assist with note taking during course lectures. DSPS was fortunate to receive equity funds for purchasing 20 new smartpens . Our next steps are to continue to find ways to bring in funding for new technologies in the HTC. This may include campus grants or partnerships with programs who also provide supports to DSPS students (i.e. EOPS, NextUp, Workforce, etc.).

**Goal: DSPTS Enrollment & Accommodations for College & Career Access Pathways (CCAP) Students**

DSPTS will streamline a process to meet the college's legally mandated requirements of providing academic accommodations to high school students who are enrolled in Mesa courses. Many of the College & Career Access Pathways (CCAP) courses take place on a high school campus, but since they are Mesa courses the academic accommodations are the responsibility of our campus.

**Action: DSPTS Enrollment & Accommodations for CCAP Students**

<b>Describe the actions needed to achieve this objective:</b>	DSPTS will hire an adjunct faculty to oversee the intake, academic accommodations (and implementation of the accommodations: Test proctoring, alternate text media, interpreting and captioning requests, note taking, etc.), communicating with High School staff, Professors of CCAP courses and support High School support counselors for CCAP students.
<b>Who will be responsible for overseeing the completion of this objective:</b>	DSPTS faculty and Dean of Equity.
<b>Provide a timeline for the actions:</b>	Completed by the end of the 2020-2021 academic year.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Mesa College and the DSPTS department have already been designated as legally responsible for academic accommodations for any Mesa College course. Since the CCAP courses are held at the High School campuses, DSPTS will need to work with instructional departments to ensure the enrolled students with disabilities are able to access accommodations for their courses. Our assessment of this plan will be qualitative and quantitative, and we will know when we have achieved our objective when the high school campuses and the Mesa Professors of CCAP courses are aware of the process for approving and implementing accommodations for students with current 504 Plans and IEPs . We will also need to ensure the Professors and Deans of the courses held are aware of Mesa College's responsibility to implement any approved academic accommodation and who to contact when they have questions or concerns. Hiring an adjunct DSPTS Counselor will streamline our process of intakes at the high school campuses, communication with Professors to assist with accommodations in the classroom, and it will also support the proctoring of testing accommodations.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty, travel costs (mileage), computer equipment, mobile printer, interpreter and captioning costs, software for implementing alternate text media off site.

**Status for DSPTS Enrollment & Accommodations for CCAP Students**

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

DSPS has determined a need for an adjunct Counselor to oversee a caseload of CCAP students. DSPS will gather information on the number of CCAP students receiving accommodations and work with instructional faculty and High School Staff members to make them aware of the process for receiving accommodations.

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Student Services Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Student Services Program Manager's Review 2019/20 UPDATE

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# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** DSPS

## **(REQUIRED) Program name**

Disability Support Programs and Services (DSPS)

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes, we are on target.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Most Professors and students are aware of DSPS.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

A review of our Program Plan survey from the Chancellor's office was completed by students and Professors. This survey provided the DSPS department with insights into the perceptions of DSPS services from the students receiving accommodations and the Professor's implementation of accommodations in the classroom. Our department has identified a need for Professional Learning opportunities for faculty. This includes knowledge of DSPS resources and courses available to students (High Tech Center, DSPS 42: Basic Skills and Applied Studying Strategies, DSPS 40: Individual Assessment and Educational Planning, DSPS 21: Accessible Computing Lab), as well as a faculty members legal responsibilities when implementing accommodations. DSPS will be working with Janue Johnson in the LOFT to formalize an ongoing training opportunity for faculty on technology access and the above mentioned topics.

## **Please provide any other comments.**

*No answer specified*

# Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: DSPS

## Program Name

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**(REQUIRED) Type your program/ service area name.**

Disability Support Programs and Services (DSPS)

**Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?**

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Our DSPS team focused on the metric data set of Student Achievement and Equity Program. When viewing this data our department was interested in retention of students semester by semester. When we view students enrolled in DSPS we found larger statistical gaps for African American students, female veterans and Hispanic LatinX students.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

Based on the data, the percentages over the past five years look similar (63%, 62%, 64%, 62%), but when you look at the raw number of students you are able to see a decrease each academic year; 2015 through 2017. The 2017-2018 academic year is the highest retained rate in the last five years.

**(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?**

DSPS and the students enrolled are not a part of a cohort like other categorical programs. Its common for our office to see students take breaks in their education; usually due to

their disability management. Some students come to our office with a temporary disability and they only qualify (or need) accommodations for a short period of time.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

DSPS would like to focus on outreach to students in their preferred locations and also increasing the access to the services offered by our department. For example, we would like to resume hot spot counseling for students in the High Tech Center (HTC) and in the Veterans Center. This will likely assist us with authorizing accommodations for female veterans, a group that was statistically impacted based off the dataset/metric referenced above. After speaking with veteran students, we have also decided it would be ideal to reach out to the Veterans Office through Admissions. Each semester veteran students, who are enrolled and receiving VA benefits, must submit required paperwork to this department. Partnering with this department by educating them on DSPS services, providing them with our DSPS flyers, etc. could better support the retention of veteran students with disabilities, academically. We would also like to complete outreach and hot spot counseling in the AVANZA Engagement Center and the Fostering Academic Success & Transitions (FAST) Center. By implementing the same partnership of hot spot counseling, educating staff on DSPS, providing them with DSPS flyers, etc. could help reduce the equity gap and lead to our own growth in how to better serve Mesa students and close the gaps of equity.

DSPS faculty and staff are also involved in campus events such as, Reg-fest, Common Grounds, Outreach Information Nights, Jumpstart, Farmers Markets, Summer and Winter CRUISE, etc. Faculty also serve on numerous committees across the campus. Serving on campus committees allows DSPS to build positive relationships with faculty, staff and administrators.

In addition to the work we do with our campus colleagues, we also are one of the few departments that interacts with community agencies and parents at the request of the student (and under the FERPA guidelines). Students often bring a supportive family member(s), community partner or educational advocate to DSPS appointments. DSPS may also authorize a campus visitor or classroom aid to support the student as an academic accommodation in the classroom.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?**

The DSPS department regularly partners with Mesa College's Outreach Department to complete presentations in Spanish for incoming students and their parents. DSPS faculty have also completed outreach at local community centers with the specific intention of enrolling LatinX students. Once enrolled in DSPS, students who speak Spanish have the option of working with a Spanish speaking DSPS Counselor, Student Services Assistants, test proctors, and student workers. Our faculty have also attended workshops and events to learn how to support undocumented students and be an undocu-ally. In addition, one of our DSPS Faculty members has participated on discussion panels where they have shared their personal stories and experiences of being an undocumented student.

**(REQUIRED) A6. Have you identified resource needs?**

Yes, DSPS has identified resource needs. Specifically, the continued support of DSPS 42, a course designed to provide DSPS students with specialized tutoring in the HTC. We would also like to see a campus wide proctoring center to increase access for all students (and Professors) to utilize testing accommodations outside of the normal business hours of our

Student Services Building. A campus wide proctoring center will also provide flexibility for issues of student equity; when students are unable to take an exam or quiz due to an extenuating circumstance. We also feel the continued assistance of an Educational Plan Counselor in DSPS will be helpful for students. Having access to a DSPS educational planner will assist the DSPS faculty/Counselor and the student by making informed choices on their current and future academic schedule based on their disability related needs.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

Yes, our program goals for this 2019/2020 cycle include campus wide proctoring. We also have goals that address DSPS services such as DSPS tutoring (DSPS 42) and an educational plan counselor to support DSPS students.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

Last year our focus was to increase access to DSPS services, meeting the needs of CCAP students, and expanding test proctoring services for all students (campus wide proctoring). This year we have made each of these formal goals in our program review. We have continued to reevaluate our process to ensure we are not creating barriers based only on our past practices/processes. All DSPS Counselors are reporting the completion of more accommodation appointments via phone or email. We will continue to work on this with hot spot counseling services next year.

In regards our focus on CCAP students, we have been tracking CCAP students who are enrolled in DSPS, how the CCAP student may learn about DSPS services (school counselor/case manager, Professor's syllabus, etc.), and the courses held at each high school campus. We have identified the strong need for a CCAP DSPS Counselor to oversee the enrollment and implementation of accommodations for these Mesa Students. This includes our responsibility to ensure testing accommodations on the high school campus, interpreting and captioning services for students who are deaf or hard of hearing. In addition, the need for outreach to each campus and their administrators. Since CCAP students are often under the age of 18, this includes educating the parents of CCAP students on the legal differences in accommodations in a K-12 and college setting. DSPS would also like to find a better way to identify students who are enrolled in a CCAP courses so we can facilitate their enrollment if they require academic accommodations.