

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p><b><u>SUCCESSSES</u></b></p> <p><b>An Increase in Student Access of Services and Departmental Flexibility When Obtaining DSPS Supports and Resources:</b> In the Fall of 2021, our District DSPS offices began implementing an online student record and scheduling system called Clockwork. Clockwork allows Mesa Students to access DSPS services remotely or fully online. We have an online application to apply for services and a web based option for returning DSPS students to request their semester accommodation letters. Another excellent feature of Clockwork is that it is a shared, District-wide, DSPS database. When students are cross enrolled at Miramar or City College, the DSPS Departments can streamline the enrollment and accommodation process for the student. This also includes viewing accommodations that had been previously authorized for the DSPS Student and the case notes of their other DSPS Counselor(s).</p> <p><b>DSPS Proctoring Services Updates:</b> The DSPS department has implemented an</p>

online form for Professors to complete when they need support administering testing accommodations for a DSPS Student. The [Professor Request for DSPS Proctoring](#) is an online request form which eases the process of accessing testing accommodations from a student's perspective when compared to our process prior to the COVID-19 pandemic. This form replaced our pre-pandemic triplicate paper form. Not only does it save budget costs for printing, but it is also sustainable and creates greater access for Professors and Students when requesting the support of the DSPS proctor.

Prior to the pandemic, students were responsible for obtaining a Test Proctoring Request form from our office and bringing the form to their Professor to complete. Once the Professor completed the form, the student would return the form to our office to schedule their proctored exam. With this new online form, the Professor can complete the form online 24/7. Once they complete the request form online, a DSPS staff member contacts the student to schedule the proctored exam and plan for the student's required testing accommodations. This new online method streamlines the coordination of testing accommodations for students. Professors also appreciate the ability to request proctoring support outside of normal business hours. Proctors have also modified their communication methods to better reach the DSPS students. If desired, DSPS Students can schedule their proctored exams with our office via text messaging. If needed, DSPS Proctors are completing exam proctoring remotely. This allows students with various disabilities and equity barriers to complete their exam from their home or preferred location and still receive their academic accommodations.

**Clockwork:** Clockwork is our District's main method for managing all DSPS daily operations (i.e., management of student files, scheduling of staff and faculty meetings, student appointments, creating student accommodation letters, etc.). Clockwork has made it easier for students to apply for DSPS services online and transfer their accommodations to another DSPS office within our District. Hence, enhancing the access to services for all eligible students. Clockwork has streamlined the case management and data collection of student files. Ultimately, allowing Counselors to spend more time on case management, advocacy and supporting our students on their educational journey.

**Increased access and Implementation of Educational Assistive Technology:** Our department has been incredibly involved in the Assistive Technology Collective.

The Assistive technology Collective is a regional group of DSPS faculty and Staff who have a specialization in assistive devices and software. This regional group meets bi-weekly and shares ideas and strategies for ensuring accessible course content. In the summer of 2022, our department hosted and sponsored a multiple day training on Job Access With Speech (JAWS) which is the world's most popular screen reader for computer users with vision loss. The Collective also sponsored a highly anticipated Apple Accessibility Training with Apple Inc. In this multiple day training, attendees learned about the accessibility features on an Apple device. Subjects included accessibility features for low vision, hard of hearing, reading and general universal options for individuals with disabilities.

Our DSPS department has also implemented the use of assistive technology to support students inside the classroom. Once a student is approved for accommodations, they have access to Otter A.I. which is an audio to text transcriber. That is, students can use this software on their phone, computer, tablet, etc. To record their course lectures and transcribe their audio recording to text. This software can be used while meeting remotely in zoom, Microsoft Teams or in Google Meet to automatically take notes for you. Students also have access to GLEAN. This is another recording application that allows students to capture recorded audio while also organizing it to meet their personalized study needs.

Our Mesa DSPS High Tech Center (HTC) also provides one-on-one support for students with general technology questions. Students can meet with an HTC staff member to learn how to navigate Canvas or more in-depth training to maximize their use of the assistive technology they use for course access.

**Intentional Changes to Departmental Language:** The DSPS office intentionally changed our standard language to sound more welcoming to students. We changed Intake to Welcome Appointment and now use the term "student connections" rather than referrals. We're happy to report the other District DSPS offices also agreed to use the term Welcome Appointment, by following our lead. This type of language is more welcoming to students and creates a more personal and supportive experience.

**Academic Facilitators (Project Assistants):** The DSPS Department has implemented a new resource for DSPS students who are looking for regular check-ins to support their learning. The DSPS Academic Facilitators are currently Graduate

Students who are enrolled in San Diego State University's Rehabilitation Counseling Program, which is the preferred degree for DSPS Counselors. DSPS students who choose to connect with an Academic Facilitator can receive support with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies.

On April 5, 2023 the Academic Facilitators hosted a [Soft Skills Workshop](#) which focused on learning how to set up their voicemail, creating and responding to emails professionally and in a scholarly manner, creating an email signature, etc.

On May 2, 2023 the Academic Facilitators will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with enrolling in their courses and a slice of pizza! We're hoping this event will encourage students to use their priority enrollment and increase student retention.

August 7<sup>th</sup> – 9<sup>th</sup> 2023 the Academic Facilitators will be hosting a [DSPS Summer Camp for Success and Fall Readiness](#). This camp will assist students with their transition to college, implementing their accommodations, purchasing their textbooks, and connecting them with an Academic Facilitator to support their academic success throughout their time here at Mesa. Students who attend will receive lunch and paid transportation.

**Department Liaisons and Hot Spot DSPS Counseling Support:** Our department has experienced a great increase in our need to advocate for DSPS students across Mesa's campus. This includes our typical advocacy for implementing academic accommodations and verifying extenuating circumstances to encourage Professor flexibility. In the Summer of 2022, our Department implemented liaisons for each Academic School so instructional faculty could have a main point of contact for any DSPS related questions. Liaisons also update their departments on changes with the DSPS office and opportunities available for students with disabilities i.e., scholarships, the DSPS Club and Honor's Society, etc. Below is a list of the DSPS Counselor and their assigned academic departments:

- School of Math (Melissa) and Science (Isaac)
- Social & Behavioral Science (Joe)
- Humanities (Liz)
- Exercise Science/Dance (Sandy)

- Health Services (Erika)
- Business Technology (Bree)
- Arts & Languages (Rebekah)

In addition, two of our counselors provide hot spot counseling services to their area of specialization: The Veteran's Center and the Athletics Department. Each Counselor spends approximately, four hours a month to complete Welcome Appointments and answer general questions on eligibility for students, faculty, and staff.

**Disability Club and Honor's Society:** Prior to the COVID-19 pandemic, the DSPS Department held monthly support group meetings for Autistic students. As a team we had ongoing discussions about the value of this group and how all DSPS students would benefit. In the fall of 2022, our department began the implementation of the Disability Club and Honor Society; The faculty liaison is Elizabeth Wilke. Here is the club's mission:

- Increase disability visibility, acceptance, inclusion and pride across campus and within our community
- Celebrate & uplift the voices, achievements, milestones & success of students within the disability community
- Advance equity, accessibility and advocacy efforts for disabled students

**Transfer support for students:** The DSPS Department has continued its partnership with the disability service offices at both SDSU and UCSD. In the spring semesters we invite both campuses to our office so they can connect with Mesa DSPS students who have been accepted to their university. In addition, our department has also coordinated with Mesa's Transfer Center to conduct two workshops to assist Mesa DSPS students with their transfer application questions.

**Social Media:** DSPS has created and manages multiple social media accounts. The accounts are used to share important information regarding DSPS services, resources, scholarships and important District and Mesa College updates. The social media accounts also provide a space for students to get to know the DSPS department faculty and staff. This personalization is important to ensure we are creating a welcoming environment. Here are the social media accounts for the Mesa DSPS Office:

\* Instagram: Username - mesadsps

\* Tik Tok: Username: sdmesadsps

**Outreach Efforts:** The DSPPS office had made intentional plans to increase outreach efforts to incoming students. Especially those students who are transitioning from High School to College. This year our District is offering an early opportunity for students to register for summer and fall courses. Since students with disabilities often require enrollment priority, our department has created [A Digital Transition Guide for High School Students \(accessible version\)](#). In addition, we have a [six-minute video](#) outlining the transition guide and welcoming our new High School Students. Our faculty have also been attending outreach events, parent information nights and completing our DSPPS Welcome Appointments on the High School campuses. In addition, our department frequently communicates with our campus' CCAP Coordinator to ensure any high school student with a disability (Students with an IEP, 504 Plan, etc.) can obtain accommodation(s) for their course here at Mesa.

**Challenges:**

**Need for an Academic Counselor/Advisor:** Data collected from our Disability Support Programs and Services (DSPPS) scheduling system indicate that our current adjunct Counselor, who provides occasional academic advising, is spending 66% of their time completing educational plans, clearing pre-requisites, supporting students with their transfer applications, supporting students with petitions (financial aid appeals, course substitutions, Priority Enrollment appeals, etc.). During the busier times of the semester, DSPPS students have experienced a waiting period of up to 3 weeks until their scheduled appointment.

DSPPS Counselors have also found it helpful to have a knowledgeable academic advisor on our team. Academic planning can be complex and everchanging due to California laws, such as AB 1705, and other state initiatives. Having a dedicated person within the DSPPS department that is fully committed to academic advising will ensure the DSPPS faculty, staff and students have access to the most relevant information on degree completion and transfer.

**COVID-19 and Adapting to a new online system:** In March of 2020 the DSPPS Department transitioned our internal work processes to Canvas and SharePoint for storing student records, District forms and the petitions necessary for our everyday

office operations. In November of 2021, the DSPS offices within our District transitioned to an electronic data management system called Clockwork. Clockwork is now our District's main method for managing our daily operations (i.e., management of student files, scheduling of staff and faculty meetings, student appointments, generating accommodation letters, etc.). As with any major changes, there was a period of adjustment for our department. We amended our proctoring process and worked through some technical difficulties. However, Clockwork has made it easier for students to apply online to our campus' DSPS office and transfer their accommodations to another DSPS office within our District. Hence, increasing access to services for all eligible students. It has also allowed our reoccurring students to request their accommodations online, without requiring an appointment with their DSPS Counselor.

**Adapting to Students Mental Health Needs Post- COVID:** DSPS Counselors have seen an overall increase in the need for mental health counseling for students. More often, students are reporting they are in crisis and/or requesting therapeutic counseling to address stressors in their personal lives. As DSPS Counselors work with students to determining their academic accommodations and course adjustments, we often discover they have a need for therapy with a licensed professional- Which is very different than the counseling services provided within the DSPS office. When a student's mental health is unstable, it can become challenging for them to complete their academic goals, regardless of accommodation(s).

The DSPS office does not have the resources to provide students with mental health counseling. Furthermore, the DSPS Office has struggled to find an appropriate campus resource to address the immediate mental health needs of students on campus. Likewise, when classroom faculty contact us to obtain mental health counseling/crisis support for a student on our caseload, we are unable to support them. Our department would like to have a standardized process for supporting students in crisis that involves a licensed professional, rather than contacting campus police.

**Financial Aid Appeal Process:** Financial Aid is very important to the students who rely on it for their enrollment. Many DSPS students are experiencing challenges with obtaining financial aid due to unsatisfactory academic standing (academically and/or

lack of completion). Typically, their unsatisfactory academic standing is related to their disability in some way. If their disability was not the primary cause of their academic struggles, it was likely exacerbated by the primary reason leading to further academic difficulties.

The financial aid appeal process requires a student to provide documentation and a detailed statement on the reason they performed poorly in each class with a less than satisfactory grade. This process can be even more challenging for students who have a long history of enrollment, especially at multiple schools. The detailed statements required by the financial aid appeal process requests a student to disclose and re-live personal, and often, traumatic major events. Obtaining documentation of these major life events can be difficult especially if it was medically related. Most students do not have steady health insurance so obtaining past documentation can be time consuming and an equity barrier.

Another challenging component of the financial aid appeal process is a need for an academic plan. However, you must have evaluated transcripts in order to obtain this. Currently, our District is averaging a 90-business day turnaround for students to have their transcripts formally evaluated.

**Technology Needs of Students (laptops, Preference of textbooks vs. E-text):**

Many of our students do not own a personal computer. If they are unable to rent a computer for the semester, they must plan around the LRC's business hours to complete their coursework. Furthermore, if their instructor only has an e-text option, it becomes challenging to study and read their course materials on a personal cell phone. To address this need, DSPS has ordered 40 laptops to loan to DSPS students in future semesters.

**College Readiness:** The transition to college from High School can become overwhelming for students. For a student with a disability, there is an added task to transfer their academic accommodations. Students who do not have an effective High School support system will not come to our office prior to their first semester at Mesa. As a result, they do not obtain important accommodations such as priority enrollment or their academic accommodations. When a student with a disability is not aware of our office, they do not receive the support they require to be successful. Instead, they may struggle with their course content, completing their assignments and completing their exams.



<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>During the COVID-19 Pandemic, the DSPS department was required to amend the courses offered to students.</p> <p><b>DSPS 40: Learning Disability Assessment:</b> The COVID-19 pandemic required our department, and all other DSPS offices in the state of California, to cease assessments of Learning Disabilities in students. This was due to the in-person requirement of the cognitive and achievement assessments. We resumed Learning Disability Assessments on a limited basis in the Spring 2022 semester. Learning Disability assessment is provided for eligibility for DSPS services when a student has no other qualifying disability.</p> <p><b>DSPS 21: Assistive Technology:</b> Effective Fall of 2022, the DSPS office no longer offers the DSPS 21 course. This is due to low enrollment and the needs of the students transitioning to a more online/hybrid format. DSPS is now offering High Tech Center support in an open lab setting. That is, students can access the technology support without being enrolled in a course.</p> <p><b>DSPS 42: Applied Basic Study Skills:</b> Effective Fall of 2022, the DSPS office is no longer offering the DSPS 42 course. This course addressed the tutoring needs for remedial Math and English courses. With the legislative changes of AB1705, this course is obsolete as the learning outcomes are for remedial course content.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p><b><u>New Resources for the DSPS Department:</u></b></p> <p><b>Academic Facilitators:</b> Due to an additional funding source for “High Touch Services” DSPS was able to hire five Project Assistants which we refer to as Academic Facilitators. The five Academic Facilitators are currently pursuing a master’s degree in Rehabilitation Counseling at San Diego State University. This is the preferred degree for DSPS Counselors, as well. DSPS students who choose to connect with an Academic Facilitator can receive support with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies.</p>

On April 5, 2023 the Academic Facilitators hosted a [Soft Skills Workshop](#) which focused on learning how to set up their voicemail, creating and responding to emails professionally and in a scholarly manner, creating an email signature, etc.

On May 2, 2023 the Academic Facilitators will be hosting a Priority Enrollment Party in the DSPS High Tech Center (HTC). Students who attend will receive support with enrolling in their courses and a slice of pizza! We're hoping this event will encourage students to use their priority enrollment and increase student retention.

### **In Progress Action Plan**

**Campus-wide Proctoring Center:** The proctoring of exams and quizzes has always been a challenging, labor intensive, task for the DSPS Department. Especially during peak times of the semester such as mid-terms and finals week. Although the responsibility of implementing accommodation(s) during exams/quizzes resides with the Professor of the course, the DSPS Department has made available proctoring services to support Mesa's instructional faculty. This has been a valuable resource for instructional faculty because testing accommodations require additional planning and resources (i.e. the scheduling of extended time, providing access to private or distracted reduced setting, access to assistive technology, oral administration, enlarged font, scribe, etc.). As the leading college of equity and excellence, we have discovered that the need for testing accommodations may be required for students who are not eligible for DSPS services. This includes student athletes who may need to miss an exam for a game or team event, students who experience an extenuating circumstance (i.e., unexpected illness, family or personal emergency, childcare issues, work related conflicts, etc.). Having a campus wide proctoring center will create access for all Mesa students. Makeup exams/quizzes, "second chances" to improve testing scores, the opportunity to take an exam outside of normal business hours (evenings and weekends) and DSPS accommodations can become accessible to the entire Mesa Community. Whereas, our current proctoring process currently singles out DSPS students by removing them from their classroom to have their equity needs met. Campus wide proctoring may also provide our campus with an opportunity to further support our Allied Health programs which prepare students to take state examinations to complete their educational and career goals. Currently, Allied Health students complete their state board examinations off-campus at

		proctoring centers within the community which charge a testing fee ranging from \$10- \$50+.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount</p>	<p><b><u>Student Outcomes</u></b></p> <p>A review of DSPS Student Outcomes from 2018 to 2022 indicate students who are enrolled in DSPS have success rates that are equivalent, if not higher, than the students who are not enrolled in DSPS. The data indicates that the following ethnicities have higher percentages in their success rates when enrolled in DSPS: Black/African American (0.05%), Native American (0.11%), Asian (0.01%), Filipino (0.04%), and LatinX (0.02%). This data makes clear that when students with disabilities are appropriately accommodated, they can reach the potential of their peers, or higher.</p> <p><b><u>Delivery of Services; Student Appointments</u></b></p> <p>During the COVID-19 Pandemic, our department continued Counseling appointments remotely via phone or zoom. As we returned to campus, we found the student's need and preference for remote appointments continued as students with disabilities often face challenges with coordinating their travels to and from campus. This is often due to frequent medical appointments, difficulties managing their disability related symptoms, transportation difficulties due to mobility related reasons, etc. When students can complete their Counseling appointments via phone or zoom, it increases their access to the resources offered by our department and the likelihood of them attending their appointments and obtaining the accommodations they need to be successful in their Mesa courses. Students can choose to come in</p>

	<p>of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>person to our office, but we see most students prefer a remote format. Below is the data collected from our DSPTS database, Clockwork, on the administration of student appointments since August 2022:</p> <p>In-person: 30%  Zoom: 40.3%  Phone: 24.7%  General Meeting/Unknown Modality: 5%</p>
--	-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p><b><u>Enrollment Gaps Based on Ethnicity</u></b>  A review of our department's equity gap analysis from 2018- 2022 indicates our Department's enrollment gaps are with our Black/African (-7.5%), LatinX (-7.6%) and Mixed-Ethnicity (-0.6%) students. Enrollment is important to our program and the success of students who have a disability. It is also important to note the eligibility requirements for our program differs from the other categorical programs within our District. If a student with a disability enrolls in a Mesa course, they are eligible for Mesa DSPTS services. When students with disabilities are not appropriately accommodated, they do not have equal access to their course content. Without accommodation a student with a disability may become overwhelmed and not continue their academic journey. Or, from a data analysis perspective, this could directly impact the overall success rate of Mesa students.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus." DOC's may helpful in supporting this section.</p>	<p>The DSPTS Department met on two separate occasions to discuss the outcomes of the department. We unanimously agreed that the outcomes have not changed.</p>
-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------

*Practice Reflection*

Prompt	Guidance	Program Response
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider:  new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>DSPS has reflected on the challenges students face when accessing our department resources. We also recognize how important it is to have DSPS Accommodations if you are a qualifying student, and how those accommodations can greatly impact a student's success. Below are the intentional departmental changes we have implemented:</p> <p><b>DSPS Academic Facilitators (Project Assistants):</b> DSPS has recently received additional funding for "high touch" services for DSPS Students. These funds have been delegated to working directly with students and supporting their integration within our Mesa community and connecting them with campus resources. In the Spring of 2023, DSPS hired five Project Assistants to manage a case load of DSPS students requesting 1:1 support their academic success. Our Academic Facilitators can support students with basic computer skills, Canvas, organization, time management, executive functioning, mobility assistance, stress management, adjusting to college, encouragement, and coping strategies. Academic facilitators have also developed workshops for supporting priority enrollment, developing soft skills for student professionalism and a DSPS Summer Camp to prepare incoming high school students for their first college semester.</p> <p><b>DSPS Club and Honor's Society:</b> Our department began the implementation of the Disability Club and Honor Society; The faculty liaison is Elizabeth Wilke. Here is the club's mission:</p> <ul style="list-style-type: none"> <li>• Increase disability visibility, acceptance, inclusion and pride across campus and within our community</li> <li>• Celebrate &amp; uplift the voices, achievements, milestones &amp; success of students within the disability community</li> <li>• Advance equity, accessibility, and advocacy efforts for disabled students</li> </ul> <p>Since its inception in the fall of 2022, the Club has been a safe, welcoming space for students with disabilities. The students have learned the power in uniting and advocating for their disability related needs and have also supported other DSPS Students who are not yet a part of the club. Here are the events the club has planned in relation to their mission:</p> <p>Fall 2022: During finals week the club created 100+ goodie bags which were given to</p>

		<p>the students who visited the DSPS office. Within the bag were multiple snacks and encouraging notes of support.</p> <p>Spring 2023: During Cultural Unity Week, the DSPS Club and Honor’s Society will be presenting a student panel to amplify the lived experiences of Mesa College students with disabilities. This event is titled “Disability Visibility: The student Experience” and will focus on reducing the stigma and barriers of disability, increase accessibility, visibility, and the include of this diverse community.</p> <p>Graduation; Spring 2023: The Club will be holding a DSPS graduation celebration to honor the Mesa DSPS graduates. Club members with honors, who are enrolled in the DSPS Club and Honor’s Society, will be presented with cords to wear with their cap and gown at the graduation ceremony.</p> <p><b>Outreach Efforts:</b> The DSPS office had made intentional efforts to increase outreach efforts to incoming students. Especially those students who are transitioning from High School to College. The Summer and Fall semesters will have a very early enrollment opportunity for students. Since students with disabilities often require enrollment priority, our department has created <a href="#">A Digital Transition Guide for High School Students (accessible version)</a>. In addition, we have a <a href="#">six-minute video</a> outlining the transition guide and welcoming our new High School Students. Our faculty have also been attending outreach events, parent information nights and completing our DSPS Welcome Appointments on the High School campuses.</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>AB 1705 has impacted the Math sequencing and the course offerings available to students. These changes have directly impacted the offerings of our District’s remedial and refresher Math courses. Students who were hoping to refresh or hone in on their Math skills are no longer able to do so under the legislative changes of AB 1705. Immediate enrollment into a College level Math is also not ideal for a student with a disability who is already struggling to adjust to college curriculum while also learning how to become an advocate for themselves.</p>
-----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Unit Goals and Action Plans*

<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
---------------	-----------------	-------------------------

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: 80% of enrolled DSPS Students will request appropriate academic accommodations by the add/drop deadline each semester.</p> <p>Goal 2: DSPS Students will meet with a DSPS Counselor once a semester to discuss the effectiveness of their academic accommodations, or they will request their semester accommodation letters electronically. Electronic requests indicate a student's academic accommodations are working effectively to meet their disability related needs.</p> <p>Goal 3: 80% of the DSPS Students who qualify for the accommodation of alternate media and/or assistive technology will complete an assessment with a Technology Specialist.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: 80% of enrolled DSPS Students will request appropriate academic accommodations by the add/drop deadline each semester.</p> <p style="padding-left: 40px;">SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p style="padding-left: 40px;">SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>Goal 2: DSPS Students will meet with a DSPS Counselor once a semester to discuss the effectiveness of their academic accommodations or they will request their semester accommodation letters electronically. Electronic requests indicate a student's academic accommodations are working effectively to meet their disability related needs.</p> <p style="padding-left: 40px;">SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p style="padding-left: 40px;">SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>Goal 3: 80% of the DSPS Students who qualify for the accommodation of alternate media and/or assistive technology will complete an assessment with a Technology Specialist.</p> <p style="padding-left: 40px;">SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p style="padding-left: 40px;">SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p>

<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p><b>Goal 1: 80% of enrolled DSPS Students will request appropriate academic accommodations by the add/drop deadline each semester.</b></p> <p>1. DSPS has increased our outreach efforts by creating a transition guide and video for incoming High School Students. These transition tools explain important deadlines for registration and how to enroll in the DSPS Department. They were shared with our local high schools and during Mesa outreach presentations. In addition, we have been completing Welcome Appointments on site of the high school campuses, upon request.</p> <p>2. Our new DSPS database, Clockwork, has an option for returning students to request their academic accommodations online. This is helpful for students who find it challenging to meet with their DSPS each semester. Here is the link to request an accommodation letter for each semester (with no changes): <a href="#">Request Accommodation Letter</a>. The login and password are the same as a student's mySDCCD portal. Once logged in, a student can personalize their course accommodation letter by selecting which of their approved accommodations they would like to implement. Once submitted, it is routed to their assigned DSPS Counselor for review and approval.</p> <p>3. Outreach and Retention funds: Another important asset for the DSPS Department is our ability to access Outreach and Retention funds to support students with disabilities throughout their educational journey here at Mesa. This includes outreach to incoming students and returning students.</p> <p><b>Goal 2: DSPS Students will meet with a DSPS Counselor once a semester to discuss the effectiveness of their academic accommodations or they will request their semester accommodation letters electronically. Electronic requests indicate a student's academic accommodations are working effectively to meet their disability related needs.</b></p> <p>1. DSPS has implemented "high touch" services by hiring 5 Project Assistants that we are referring to as DSPS Academic Facilitators. These facilitators will be operating a DSPS Summer Camp to orient incoming High School Students to campus, ensure they are enrolled in DSPS and have academic accommodations prior to the first day of class.</p> <p>2. With the implementation of our new DSPS database, Clockwork, continuing students are now able to identify and request which of their approved accommodations are applicable to their enrolled course and request their semester accommodation letter(s).</p>
----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p><b>Goal 3: 80% of the DSPS Students who qualify for the accommodation of alternate media and/or assistive technology will complete an assessment with a Technology Specialist.</b></p> <p>1. DSPS will be hosting workshops to assist students will adjusting to the college environment. Our Soft Skills Workshop focuses on supporting students with composing professional, student emails to Professors and also setting up an email signature. This workshop will also focus on utilizing the new District email for students. Our first Soft Skills workshop was held in the Spring 2023 semester. We plan to host another in the fall semester.</p> <p>2. DSPS will be hosting a Priority Registration Pizza Parties in the DSPS High Tech Center. Students will receive support with operating their mySDCCD Portal and identifying the required textbooks for their course. If desired, they can also receive support finding their textbooks online at the Campus Store. If a student has an accommodation of Alternate Text Media, they can also submit their requests to the High Tech Center electronically with the support of a DSPS staff member.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
-----------------------------------------	----------------------------------------	------------------------------------------------------------------------

**Lead Writer and Manager Information**

Lead writer Name(s)	Melissa Williams
Name of Program/Unit	Disability Support Programs and Services (DSPS)
Manager Name	Leticia Diaz
Submission Date of Program Review Draft to Manager for feedback	04/17/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/22/2023 12:20:14 PM