

Cerritos College
Academic Year 2019-2020 - Disabled Student Programs and Services (DSPS)
SELF-STUDY EXECUTIVE SUMMARY

Mission

To critically assess DSPS professional standards and programming using an inter-campus collaborative process to develop, apply and promote student learning, development, and success in an ethical, diverse and inclusive manner.

Program Review Process

CAS team included 2 FT faculty, 1 FT Classified and the Acting Dean of DSPS and 2 managers from Student Services that met 6 times over Fall 2019 semester. Roles and responsibilities were conferred. The DSPS members individually gathered evidence, and the team collectively discussed evidence, using inter-observer reliability to rate criteria, and converted ongoing findings distributed to staff and faculty and updated into narrative form. A comprehensive evaluation of 20 criteria from 12 general standards and verification was led by the department chair; the Acting Dean and Faculty members verified the research for accuracy. The 2 Student Services managers, including the CAS Committee Chair, inquired to numerous interoffice and campus-wide processes that DSPS performs on a day-to-day basis and may not recognize without an outsider's perspective, thus encouraging the team to delve deeper into the criteria.

Summary of Findings

Strengths

1. 2.2b Individual Consultation, Accommodation, and Service
 - To ensure student access, as well as Section 504 and ADA compliance, an interactive process occurs during the initial interview between the student and DSPS representative. Further, in order to continue student access, the interactive process is maintained throughout the student's participation in college life. The critical requirement occurs within the interactive process carefully identifies the student's educational limitation(s) followed by the individualized accommodation, which acknowledges that every student with a disability is unique. Subsequently, the ongoing interactive process provides access, eliminates discrimination, and does not fundamentally alter the educational offering (Galvin et al., 2013). As an example of the District's commitment has included funding for the Communications Services Coordinator.
 - The New Student Intake includes an interactive process where the student's disability-related needs are discussed, relevant documentation is reviewed, and accommodations are approved, as appropriate. The interactive process is documented via the Academic Accommodation Plan (AAP), which outlines the student's disability and related educational limitations, approved accommodations, and referrals for other DSPS services. Both the student and their DSPS Specialist sign the AAP, a paper and/or electronic copy is provided to the student, and it is saved in *Clockwork*; the system manages DSPS student data, including appointments, disability intake information, case notes, and instructor notification memos. Students are informed that the AAP can be updated at any time should needs change or if the prescribed accommodations prove insufficient to adequately meet the student's needs.



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- DSPS intentionally collaborates with the Guided Pathways Advisory Committee to evaluate if the functionality of EAB Navigate can support DSPS program management such as degree planning, appointments, and early alert to further maximize the product's efficiency.
2. 2.2c Institution-Wide Education, Consultation, and Advocacy
- DSPS ensures access and appropriate programming for students across campus, often in shared governance committees and other ad hoc or subcommittees, as well as presentations in CTX, Success Center, and with Student Ambassadors. DSPS has a liaison with the Cerritos Complete to ensure that programming includes students with disabilities, as well as DSPS representation in program activities. One faculty member is spending a few hours per week in the VRC to facilitate the use of DSPS services by veterans with disabilities. Another faculty member represents the department on Student Life and the CCR Taskforce against sexual assault.
 - DSPS elected to change its name in the Spring 2020 to reduce the stigmatizing effect of having the word "disability" in its title.
 - DSPS is a leader among the California Community Colleges in terms of promoting universal access on campus. The Cerritos College Board Policy (BP/AP 3411, AP 6365) on accessible Information and Communication Technology, which was written according to DSPS input, is referenced on the CCC Accessibility Center's website as an example for other schools to use.
3. 2.3 Program Structure and Framework
- Classified staff developed Standard Operating Procedures (SOPs) for various support activities. Cross training in several areas has been implemented to ensure balanced coverage and efficiency.
 - Close scrutiny of communication services fees, contracts, and hours yielded a large savings by implementing a less expensive model of managing communication services, an approximate \$355,000 reduction in fiscal year 2018-2019.
4. 3.1 Program Contribution to Student Learning, Development, and Success
- Contributes to students' formal education, which includes both curricular and co-curricular experiences. Contributes to students' progression and timely completion of educational goals.
 - Student Education Plans (SEPs) completed for DSPS students in Summer & Fall 2018 to Spring 2019 totals 1012. (Cerritos College IERP, December 2019)
 - An Adult Education course that includes time management, note-taking and test-taking strategies, study skills, and organizational skills.
 - Teaches several specialized courses, which provide opportunities for students to acquire the skills necessary to access the educational offerings. Offers Adapted Physical Education courses and Access Learning Courses.
 - Assists students and designated clients to prepare for their careers and meaningful contributions to society.
 - Works with the institution to identify relevant and desirable student success outcomes.
 - Assistance with Transfer Center, offering a specialized CSU application workshop in our High Tech Center.

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5. 5.1 Inclusive and Equitable Educational and Work Environments

- In Spring 2019, as a part of SSAP, we began creating a more welcoming space within our DSPS educational and work environment. One major effort was to include student success stories (with pictures) posted on the hallway walls, to provide inspiration to students as they walk by. Some faculty have also started keeping water and snacks in their offices to offer students when they come in for an appointment, to let them know that they are important to us and we care about them.
- The Deaf and Hard of Hearing (DHH) Equity Project is another example of how DSPS maintains educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment. The DHH Equity Project provides tutoring in the deaf students' primary language, ASL. The status report exemplifies efforts made to remove barriers/inequities to promote access. For example, a DHH focus group data revealed tutoring in mathematics resulted in an access barrier to mathematics (i.e., The Gap). Inquiry revealed the simultaneous visual task of concentrating on visual information presented by the tutor and the American Sign Language (ASL) interpretation of the tutor's audible information is a barrier.
- Competing sources of visual stimuli (i.e., mathematical visual interpretation versus ASL visual interpretation of audible information) are the "root cause" as to why DHH students self-report an access barrier to math tutoring. DHH students have requested fluent direct communication (e.g., a Deaf tutor) access to mathematics tutoring.

6. 6.1 Leadership

- The Acting Dean models ethical behavior and upholds the mission and goals of the College. Department meeting agendas evidence efforts he takes to lead strategic planning and program advancement efforts. For example, all DSPS Department meeting agendas are linked to the 2017-2023 Educational Master Plan Goals.
- The Department Chair approved through the Academic Senate provides direct support to the Acting Dean in alignment with institutional mission, goals and ethical practices. Additionally, she serves as a liaison between the Acting Dean and the DSPS faculty.
- Seven DSPS Faculty members provide leadership in counseling, disability population subsets, and career services. Subset specialties include: Autism; Acquired Brain Injuries; Mental Health Disabilities; Attention Deficit Disorders; Intellectual Disabilities; Learning Disabilities; Deaf or Hard of Hearing; Mobility; and Sight-Impaired.
- All seven DSPS Faculty members participate in shared-governance activities across campus. Examples include Coordinating Committee, Academic Senate, and Student Learning Outcomes.

Deficiencies

7. 1.2 Mission Statement

- Revision is necessary, including date of update posted on website.

8. 7.1 Staffing and Support

- 2 of the positions (1 range 28 and 1 range 30) have not yet been backfilled from the SERP. Although, a cultural shift occurred as 4 employees are teaming together to backfill these positions and provide a

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welcoming space. Additionally, the Communication Services Coordinator position is vacant (currently being filled by 4 employees providing a part time effort). All in all, DSPS team members should be commended for their efforts and teamwork in supporting one another. However, from Fall 2018 to Fall 2019 the total number of appointments provided to students dropped by approximately 140, due primarily to the reassignment of Steven La Vigne to the Acting Dean position and no backfill for the vacant faculty position. This gap was made up in part by removing the *Clockwork* implementation and other projects from the Dept. Chair's reassigned time and reallocating that time to student appointments. There still remains unmet need for student appointments as well as support for projects that require the Dept. Chair's attention, particularly because the number of active students has increased from 858 in Fall 2018 to 913 in Fall 2019.

- Learning disability assessments, which are not mandated, are not currently offered. Assessments and subsequent reports generally take 6 to 8 hours to complete.
- DSPS Division supports a significant DHH population that requires access to ASL interpreting services. An environmental scan of neighboring colleges revealed current salary offered to part time ASL interpreters is no longer competitive, therefore, DSPS has requested in fall 2019 for the salaries to be raised to a level competitive with neighboring colleges and universities who compete for the same pool. A proposal was up for board approval during the December 11, 2019 board meeting. This is especially important because Cerritos College has the third largest DHH population among neighboring schools (measured by percent of total DSPS population). Mt. SAC has the highest percentage at 6.55 % and El Camino's DHH comprise 5.09 % of their population while Rio Hondo's comes in at only 1.74 %. At Cerritos, the percentage of DHH is 4.9%. Serving students who are deaf or hard of hearing involves all aspects of student life and is a very time sensitive and intensive activity.

9. 10.1 Funding

- The categorical budget allocated by the Chancellor's Office was not intended to fully support DSPS Programs; thus, it is necessary to receive backfill from the district General Fund to ensure provision of all mandated services. DSPS does not have a cap and cannot turn qualified students away based on lack of funding.
- Changes to the funding formula included an increase in the percentage of college effort for determining the allocation from 10% to 20%.

10. 11.1 Systems Management

- DSPS utilizes current technologies to support the mission, such as industry standards, *Fusion*, *Kurzweil*, and *Read/Write Gold*, and *Clockwork* for record keeping and generating reports. However, *Clockwork* is not fully implemented and cannot be without proper support. Challenges include insufficient DSPS staffing and lack of IT support to completely implement *Clockwork*. As a result, MIS data is entered in three different systems: *Clockwork*, *PeopleSoft*, and *SARS*.
- Faculty spends a lot of time helping students register for classes, which interferes with appointment time and educational planning.

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Recommendations

1. 1.2 Mission statement revision is necessary.
 - Participate in the college's efforts to update its mission statement.
 - Align DSPS mission statement with college's new mission statement.
 - Retained Sally Swanson Architects, Inc. to complete the ADA Self-Evaluation Report beginning 2019 and draft a subsequent transition plan.
2. 2.2c Effective 12/11/19, the department name was changed to "Student Accessibility Services".
 - An inventory of all signage, communications, and marketing referencing the DSPS title needs to be completed in Spring 2020.
 - Educate the campus and students.
3. 3.1 Outline plan to incorporate more intentional student educational planning activities into academic counseling appointments while maintaining an overall holistic approach to academic counseling. CAS Committee recognizes SEPs increases persistence, retention, and graduation rates necessitating the need to strengthen this component of DSPS academic counseling.
 - Academic counselors look for opportunities to create SEPs.
 - Academic counselors notify students when they are in need of SEPs.
 - Exploring workshop activities to serve groups of students need in SEPs, in addition to providing 1:1 academic counseling appointments.
4. 5.1 Work in collaboration with the Dean of Equity to implement proven strategies to close the equity gaps as identified by the number of students with disabilities who are disproportionately impacted.
 - Establish goals to address graduation and transfer rates.
 - Hire a part-time counselor for outreach services to local school districts contracted with Cerritos Complete.
5. 10.1 Financial resources are inadequate to meet student needs as required by relevant laws and regulations.
 - Assess need and business operations.
 - Implement new funding formula for college effort from 10% to 20%.
 - Advocate for additional augmentation in general funds.
6. 11.2 Systems management deficiencies are hindering the department's and college's service excellence initiative.
 - Staff, faculty and the Dean of DSPS attended and brought forth department IT needs to outside IT consultant for the Master Plan to communicate ongoing need to increase capacity to provide optimal technical assistance and meet department demands.
 - Continue to work with IERP to get data to generate a broader narrative about the role and function faculty members provide as evidenced in *ClockWork*.
 - Recommend DSPS faculty and staff explore opportunities for to serve students more efficiently. For example, increasing the number and providing workshops to develop SEPs and apply college transfer/graduation.
 - Update unit plan accordingly.