



# Program Review 2015-2016

## Student Services Division Center for Students with Disabilities

Full Review

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### A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

#### GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

#### GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region’s premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

#### Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

#### Mission Statement Components

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Transfer preparation | <input checked="" type="checkbox"/> Technical training                           | <input checked="" type="checkbox"/> Enhance and sustain cultural vitality of community     |
| <input checked="" type="checkbox"/> Certificates         | <input checked="" type="checkbox"/> Continuing education                         | <input checked="" type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input checked="" type="checkbox"/> Associate degrees    | <input checked="" type="checkbox"/> Basic skills instruction                     | <input type="checkbox"/> Enhance and sustain economic vitality of community                |
| <input checked="" type="checkbox"/> Career development   | <input checked="" type="checkbox"/> Rigorous and innovative learning experiences |  |

### Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

### Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

### Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services

- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

### Question A.2. Define the mission of your program and how it relates to the college mission and vision.

The mission of Disabled Students Programs and Services (DSPPS) is to ensure that students with disabilities are all given equal opportunity to earn a quality education at GCC. We offer our support both to GCC students with disabilities and to the staff and faculty with whom they work. Our comprehensive services address and promote the ILOs of communication, critical thinking, information competency, personal responsibility and application of knowledge. DSPPS promotes openness to diversity, learning support and state of the art technology along with accommodations based upon disability-related needs and specialized counseling to enable students with disabilities to attain their academic goals in an efficient and timely manner. Our comprehensive DSPPS make a substantial contribution and ensure that students with disabilities are included in GCC achieving our college's vision of being a premier learning community that helps students to achieve their informed educational goals by offering outstanding instructional and student services, comprehensive community college curriculum and educational opportunities found in few community colleges.

## B. Trend Analysis

### Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	2012-2013	2013-2014	2014-2015	Change	Trend
FTES					
FTEF					
WSCH Per FTEF					
FT Percent					
Credit Fill Rate					
Noncredit Fill Rate					
Success Rate: All Classes					
Success Rate: Online Classes					
Success Rate: Hybrid Classes					
Success Rate: Face-to-Face Classes					
Degrees & Certificates					

## Section B.2. Trend Data for Non-Instructional Programs

### Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts		Other
DSPS Counseling Contacts	2011-2012:	2634	5% INCREASE in 2014-15 compared to 2013-14 12% INCREASE in 2013-14 compared to 2012-13 *Note: Very likely that # of actual contacts was greater but not captured due to problems w/SARS Trak/Grid server going in/out of service
	2012-2013:	3124	
	2013-2014:	3588	
	2014-2015:	3753	
Disability Eligibility Assessment Contacts	2011-2012:	462	5% INCREASE in 2014-15 compared to 2013-14 48% INCREASE in 2013-14 compared to 2012-13
	2012-2013:	465	
	2013-2014:	689	
	2014-2015:	723	
High Tech Center (HTC) Contacts	2011-2012:	5549	Steady 3% Decrease from 2013-14 *Note: Very likely that # of actual contacts was greater but not captured due to problems w/SARS Trak/Grid server going in/out of service
	2012-2013:	5797	
	2013-2014:	5749	
	2014-2015:	5551	
Instructional Assistance Center (IAC) Contact Hours	2011-2012:	8728	Decreases of 11% in 2013-14 compared with 2012-13 and 21% in 2014-15 compared with 2013-14 - DUE TO LACK OF AVAILABLE TUTORING (ONLY 1 OF 2 FULL-TIME TUTORS AVAILABLE) *Note: Very likely that # of actual contacts was greater but not
	2012-2013:	8902	
	2013-2014:	7893	
	2014-2015:	6245	
American Sign Language Interpreting Services Hours	2011-2012:	8724.25	Steady 2% Decrease in 2014-15 compared with 2013-14. 8% INCREASE in 2013-14 compared to 2012-13
	2012-2013:	6167.34	
	2013-2014:	6670.30	
	2014-2015:	6538	
Alternate Media Services (Educational materials in alternate formats for students with print disabilities)	2011-2012:	576	Steady 6% Decrease in 2014-15 compared with 2013-14. 8% INCREASE in 2013-14 compared to 2012-13
	2012-2013:	596	
	2013-2014:	643	

	2014-2015:	607	
Adapted Physical Education Classes - Number of students enrolled	2011-2012:	155	Steady 9% INCREASE from 2013-14 (Note: Data is unduplicated headcount)
	2012-2013:	172	
	2013-2014:	160	
	2014-2015:	174	
WorkAbility III Grant Project (Job Preparedness and Placement) - Number of Students Served	2011-2012:	44	Steady *Note: The Workability III Grant Project ended on June 30, 2015.
	2012-2013:	47	
	2013-2014:	47	
	2014-2015:	48	

**Question B.1.** Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

**Question B.1 applies to all programs and services.**

Although continued difficulties with the SARS Trak/Grid server going in and out of service bring the actual contact numbers into question, the decline in IAC contact hours is attributable to the continued decreased availability of specialized tutoring in 2014-15. Despite our best efforts to remedy the situation, progress has been extremely slow.

History:

- Fall 1995- Spring 2011: 2 Full-time classified employees have provided tutoring in English and Math in the IAC (total of 80 tutoring hours available).
- Fall 2011-Spring 2012: Full-time English and Math tutor retired. We rehired the retiree as a temporary hourly replacement until a permanent replacement was approved/found.
- 2012-13: Program Review CHAC request to fill the vacancy with a full-time Senior Instructional Lab Tech was not approved. The retiree continued to work but had limited availability - total number of hours available for English and Math tutoring were decreased by 20 hours per week
- 2013-14: Program Review CHAC request to fill the vacancy with a full-time Senior Instructional Lab Tech was not approved. The retiree had further limited availability - the total number of hours available for English and Math tutoring were decreased by another 4 hours to 16 hours per week. The “retired and rehired tutor” retired permanently at the end of the Spring 2014 semester.
- 2014-15: A permanent, part-time Senior Instructional Lab Technician (15 hours/week) was approved for the IAC as part of negotiations between the CSEA and the District.
  - o Summer and Fall 2014: The position was advertised twice but the resulting pool of applicants was inadequate.
  - o Spring 2015: Position was downgraded from Senior Instructional Lab Technician to Instructional Lab Technician resulting in a better pool and the position was filled beginning in Fall 2015

Throughout this time, demand for Math and English tutoring remained the same as or higher than it was in the past, but we were unable to fill the tutor vacancy. These decreases in available staffing/tutoring have resulted in a significant increase in complaints from students and observably increased unhealthy stress levels in the remaining full-time IAC staff as they strive to meet student need despite the staffing shortage.

Remedy: In Fall 2015, we hired a permanent, part-time Senior Instructional Lab Technician (15 hours/week). Also, after many discussions at various governance levels, approval was received for use of Student Equity funds for an additional full-time Instructional Lab Tech in the IAC. The position is being advertised and expected to be filled by the start of the Spring 2016 semester. We continue to work with IT to fix problems related to SARS Trak/Grid.

## C. Student Learning and Curriculum

### Section C.1. Course Assessments for Programs with Courses

**Section C.1 applies only to instructional programs.**

The table below shows courses associated with this program that were offered in the past three years. If there are additional

courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

Assessed Courses:

Total Courses:

Assessment Rate:

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

Please limit your response to 250 words.

Question C.1 applies only to instructional programs.

## Section C.2. Program/Service Assessments

Section C.2 applies to all programs and services.

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

Maintain interactive communications/mutual support program w/fac/staff.	
<b>Assessment of SLOs</b>	Current SLOAC Status: 3 cycles completed
	Last Assessed: Spring 2014
When will this program be assessed next?	Spring 2017
Describe the program's assessment cycle:	Spring '11, '12, '14 (Every 3 years or as needed based upon faculty/staff request)
When will the program undergo curriculum review next?	
Describe changes made due to assessments:	Added 2 modules to DSPS online resources for fac & staff (Hearing Impairments, Autism)
<b>Relation of Program to ILOs:</b>	
Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).	
1. Communication	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
2. Mathematical Competency/Quantitative Reasoning	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
3. Information Competency (literacy)	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
4. Critical Thinking	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
5. Global Awareness and Appreciation	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
6. Personal Responsibility	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
<b>Institution-Set Standards (CTE Degree/Certificate Programs Only):</b>	
CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.	
Employment Rate Trends (CTE Core Indicators)	
2011-2012:	2012-2013:
	Employment Standard: <input type="text"/> %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

### Students identify & utilize effective accommodations to reach their goals

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="2 cycles completed"/>
	Last Assessed:	<input type="text" value="Spring 2013"/>
	When will this program be assessed next?	<input type="text" value="Spring 2016"/>
	Describe the program's assessment cycle:	<input type="text" value="Spring '10, '13 (every 3 years)"/>
	When will the program undergo curriculum review next?	<input type="text"/>
	Describe changes made due to assessments:	<input type="text" value="Revised student survey, implemented group orientations for SD143 &amp; CABOT 93"/>

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                                      |                               |
|---|----------------------------|-----------------------------|--------------------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev            | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev            | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev            | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev            | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev            | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

### Stus demonstrate under-stand importance of phys. activ. to personal well-being.

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="1 cycle completed"/>
	Last Assessed:	<input type="text" value="Spring 2015"/>
	When will this program be assessed next?	<input type="text" value="Spring 2018"/>
	Describe the program's assessment cycle:	<input type="text" value="Spring '12, '15 (Every 3 yrs.) 2 CYCLES COMPLETED"/>
	When will the program undergo curriculum review next?	<input type="text"/>
	Describe changes made due to assessments:	<input type="text" value="Revised assessment tool and PLO. Linked Adapted PE SLOs directly to this PLO"/>

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |                  |                            |                             |                           |                               |
|------------------|----------------------------|-----------------------------|---------------------------|-------------------------------|
| 1. Communication | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
|------------------|----------------------------|-----------------------------|---------------------------|-------------------------------|

- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

**Stus devise/implement SEP to effectively move toward realistic,purposeful lifegoals**

<b>Assessment of SLOs</b>	Current SLOAC Status: <input style="width: 80%;" type="text" value="1 cycle completed."/>
	Last Assessed: <input style="width: 80%;" type="text" value="Spring 2014"/>
	When will this program be assessed next? <input style="width: 80%;" type="text" value="PLO discontinued in Fall 2015."/>
	Describe the program's assessment cycle: <input style="width: 80%;" type="text" value="Spring 2014, PLO discontinued in Fall 2015"/>
	When will the program undergo curriculum review next? <input style="width: 80%;" type="text"/>
	Describe changes made due to assessments: <input style="width: 80%;" type="text" value="Create tracking system to measure services in student matric success using ST DEV 143"/>

**Relation of Program to ILOs:**

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery
- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %



Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

Please limit your response to 250 words.

Note: Assessment Rate should read 100% because PLOACs have been completed, as planned, for all PLOs. Also, PLO #3 "Stus demonstrate understand importance of phys. activ. to personal well-being" was assessed in Spring 2012 and again in Spring 2015, so 2 cycles have been completed. However, the "Current SLOAC Status" field could not be updated by this author.

Demand for DSPS services is steady and continually evolving. Therefore, we are not proposing any "new" programs or services, but we are requesting resources that will allow us to adapt and improve our current services to the ever-evolving needs of our students.

### Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

Please limit your response to 250 words.

Based upon results of DSPS PLOACs and SLOACs, changes have been made to DSPS course curriculum, orientations to independent study class requirements, PLO and SLO assessment tools. We have also added two modules to our online resources, regarding working with students with disabilities, for faculty and staff. All of these changes address the following ILOs: Communication, Mathematical Competency/Quantitative Reasoning, Information Competency, Critical Thinking and Personal Responsibility.

## D. Program Evaluation and Needs

Section D applies to all programs and services.

### Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

Increases in distance ed offerings have resulted in increased student demand in the HTC for support in the use of Moodle and MyMathLab. Student demand has increased in both the HTC and Center for Students with Disabilities (CSD) for support in the use of MyGCC, student email and online application, online registration, and online orientation. Faculty and staff are continually updating their skills through mostly informal trainings and sharing information re: use between themselves. High Tech Specialists are continually rewriting curriculum and handouts addressing the use of different assistive technologies with online materials. A High Tech Specialist serves on CoDE and continually advocates for and works with CoDE to ensure that online course materials are accessible. DSPS faculty have taken regular advantage of the Moodle instructor trainings since 2011.

### Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

We use SARS Trak to record student contact data. We continue to have difficulties with the SARS server going in and out of service and losing important data. We continue to offer access to assistive technologies through classes, 1-on-1 instruction and installation in campus labs and library. Funding was provided through Foundation Grants to enable us to purchase 6 iPads for student use. The combination of funds provided by the Oakmont League and Title V allowed us to purchase 12 SmartPens for faculty use. Our participation in providing a venue for one of the Chancellor's Office High Tech Center Training Unit's workshops



on the use of SmartPens for both student and faculty allowed us to obtain 5 more SmartPens for student use (at no cost to GCC). The acquisition/integration of both the iPads and SmartPens have been very successful and significantly increased access to technology for students with disabilities. Re: hardware, software and training support, faculty and staff are continually updating their skills through mostly informal trainings and sharing information re: use between themselves. Re: obsolescence issues, we are submitting a 2015-16 Resource Request for equipment that includes the upgrade of existing student computer work stations in the High Tech Center

## Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

In Fall 2014, DSPS counselors participated together with Academic and EOPS counselors in a one-day training on career counseling designed to update their skills in addressing SSSP requirements of choosing a major and career planning. Our Adapted PE instructors, LD Specialists and High Tech Specialists participated in the annual 3-day convention of the California Association for Post-secondary and Education and Disability. Our DSPS faculty members are all involved in many professional organizations that focus on best practices for serving students with disabilities in the educational environment.

## Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

The current level of staffing is inadequate for DSPS. This year, we are requesting a reorg to include a new Student Services Lab Manager to supervise classified staff in the High Tech and Instructional Assistance Centers (please see Reorg Request). We are also requesting an additional permanent part-time DSPS Student Assistant for Adapted PE (see CHAC request). In order to be compliant with CA Education Code 88003 and the District's contract with the CSEA, we are requesting the conversion of 2-4 American Sign Language Interpreters from short-term hourly to permanent part-time 11-month positions (CHAC request).

Although the skills of current DSPS team members meet the program's needs, we are always looking for ways to improve. Additional training is needed in: Moodle, MyGCC and student email support; Excel; CPR/First Aid; dealing with difficult people; stress management and customer service.

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

Hourly American Sign Language Interpreters: 15-20 per semester  
Student Worker Tram Drivers: 8-10 per semester  
Student Worker Note Takers: 40-50 per semester  
Student Worker Tutors: 2-4 per semester.

There is not currently a need for additional short-term hourly or student employees.

## Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

Although Academic Counseling delivers similar content to students, there is no overlap or duplication of services. DSPS Counselors have specialized certifications & knowledge to effectively deliver this information to students with disabilities. The information is delivered differently & over several meetings to ensure students have access to the same information as their non-disabled peers who are served by Academic Counseling. Other units offer student-to-student tutoring. There is not duplication because DSPS provides specialized tutoring for students with disabilities. The staff members who provide that tutoring are have extensive experience tutoring in Math & English. DSPS services are unique, in-depth, and based upon the specific and diverse disability-related needs of each of our students.

## E. Program Plan

**Section E applies to all programs and services.**

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item 1	
<b>Program Goal:</b>	Improve access to DSPS Counseling
Action item:	Replace current hourly adjunct counselor position with a full-time DSPS counselor
Anticipated changes/improvements:	Increased availability of counseling appts. in more timely manner and more SEPs.
How will improvements be measured?	Data re: # contacts, "wait time" for available appts. & # of completed SEPs
Timeline for completion:	Summer 2016 (Originally Summer 2015)
Link to Mission Statement:	...by providing the opportunities and support to achieve their educational and career goals
Link to Vision Statement:	...where all students achieve their informed educational goals...
Link to GCC Comprehensive Plan:	Goal 1: Improve Access, Persistence, and Success
Link to Annual Goals:	Annual Goal 11. Identify and evaluate the Total Student Experience
Link to Institutional Learning Outcomes:	
If this program plan item was included in a previous year's program review, describe current progress on the item:	
2014-15 SSHAC request has recently been approved. It is anticipated that the hiring process will be completed by Summer 2016.	
Program Plan Item 2	
<b>Program Goal:</b>	Provide adequate space for specialized tutoring, computer lab, classroom & proctoring for students w/disabilities
Action item:	Reconfigure current space in SG 108 & SG 112, expand/move classroom to SG131 (new building 2ndary effects)
Anticipated changes/improvements:	Increased/adequate space to accomodate needs of DSPS students
How will improvements be measured?	Accessibility/ADA compliance of space, student satisfaction survey
Timeline for completion:	Spring/Summer 2016
Link to Mission Statement:	...by providing the opportunities and support to achieve their educational and career goals
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	Goal 1: Improve Access, Persistence, and Success
Link to Annual Goals:	Annual Goal 11. Identify and evaluate the Total Student Experience
Link to Institutional Learning Outcomes:	
If this program plan item was included in a previous year's program review, describe current progress on the item:	
In process: Expansion of HTC/IAC into SG 131 has been approved as part of the Lab College Service Secondary Effects plan. Please see 2015-16 Resource Request related to equipment and furniture for HTC/IAC expansion.	
Program Plan Item 3	
<b>Program Goal:</b>	Increase efficiency of HTC/IAC and DSPS MIS data collection/reporting
Action item:	Student Services Lab Manager for on-site supervision & assistance w/MIS data

Anticipated changes/improvements:	Improved employee relations, increased accuracy of MIS data reporting
How will improvements be measured?	Decreased # of personnel issues, accuracy level of MIS data report to Chanc. Off.
Timeline for completion:	Spring/Summer 2016 (Originally Spring/Summer 2015)
Link to Mission Statement:	
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	Goal 3: Support Instructional and Student Services Programs
Link to Annual Goals:	Annual Goal 4. Increase coordination and communication among the diverse learning resource centers
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

2014-15 Reorg request has not yet been approved. Please see 2015-16 Reorg request.

**Program Plan Item 4**

<b>Program Goal:</b>	Ensure availability of highly skilled Sign Language Interpreters and compliance w/ Ed Code re: Short-term "Seasonal" employees
Action item:	Conversion of 4 American Sign Language Interpreters from short-term hourly to permanent part-time 10-month positions
Anticipated changes/improvements:	Increased consistency of availability of highly skilled Sign Language interpreters
How will improvements be measured?	Student satisfaction with service
Timeline for completion:	Fall 2016
Link to Mission Statement:	...by providing the opportunities and support to achieve their educational and career goals
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	0002 .....Strategic Goal 1. Student Awareness, Access, Persistence, and Success
Link to Annual Goals:	Annual Goal 4. The college will clarify its hiring prioritization and decision-making processes (IHAC, SSHAC, and CHAC) regarding
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

This is a new program plan. Please see 2015-16 CHAC request.

**Program Plan Item 5**

<b>Program Goal:</b>	
Action item:	
Anticipated changes/improvements:	
How will improvements be measured?	
Timeline for completion:	
Link to Mission Statement:	
Link to Vision Statement:	

Link to GCC Comprehensive Plan:

Link to Annual Goals:

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

## F. Report on 2014-2015 Funded Resource Requests

### Section F applies to all programs and services.

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

## G. Program Resource Requests (All Programs)

### Section G applies to all programs and services.

Reorg	Student Services Lab Manager for High Tech & Instr Assist. Ctrs.	Note: Carried over from 2014-2015.
CHAC	Permanent Part-Time Sign Language Interpreters	
RR	Replace photocopier in DSPS High Tech and Instructional Assistance Centers	
RR	Replace photocopier in DSPS Center for Students with Disabilities	
RR	DSPS Secondary Effects: Equipment and Furniture for Expansion of HTC/IAC	
CHAC	DSPS Adapted PE Student Assistant	

## Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.

We secured funding through Foundation Grants to enable us to purchase 6 iPads for student use. The combination of funds provided by the Oakmont League and Title V funds allowed us to purchase 12 SmartPens for faculty use. Our participation in providing a venue for one of the Chancellor's Office High Tech Center Training Unit's workshops on the use of SmartPens for both student and faculty allowed us to obtain 5 more SmartPens for student use (at no cost to GCC). The acquisition and integration of both the iPads and SmartPens have been very successful and significantly increased access to technology for students with disabilities.

Based upon results of DSPS PLOACs and SLOACs, changes have been made to DSPS course curriculum, orientations to independent study class requirements, PLO and SLO assessment tools. We have also added two modules to our online resources, regarding working with students with disabilities, for faculty and staff.

In response to SSSP requirements regarding repeatability of DSPS special classes, we devised and implemented a new form and process to ensure GCC's compliance with regulations for students wishing to repeat these classes for the third time or more.