Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: Disability Support Programs and Services (DSPS)

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- **Student persistence, retention and completion in college level Math and English Courses indicate accurate Educational Planning by DSPS Counselors, importance of academic accommodations, and tutoring services provided by the campus and DSPS specifically.**
- **Campus department collaboration has proven to increase student success in specific classes, such as Math 232 and Engl 120.**
- **DSPS celebrates inclusivity among all students, providing accommodations and services to students of all backgrounds.**
- **The DSPS department supports students in all educational paths and goals, and our students are transferring to four year institution at a consistent rate over the past three academic years.**

2. Areas for Improvement:

- Overall, the DSPS department needs to improve in recruitment strategies to increase students served.
- The DSPS department needs to evaluate student persistence in ENGL 12, 16, 18 to develop strategies for student retention and completion.
- DSPS student engagement should be assessed to not only increase participation, but evaluate better, more innovative and significant ways to support students, specifically in college level courses.

3. Projected Growth, Stability, or Viability:

DSPS is in state of Stability. Although our numbers dropped in AY 20/21, it was expected and in proportion to the college as a whole. When in person instruction resumes, our numbers will increase.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The mission of Disability Support Programs and Services (DSPS) is to ensure that all students with disabilities have equal access to all of the programs and services at Napa Valley

College. Napa Valley College operates an integrated program and services model to maximize and simplify students' opportunities for success. This mission is aligned with the college's commitment to student success, equitable practices and exemplary student support services.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

Student success/creativity/adaptability- DSPS exists primarily for the success of our students with disabilities. Many of our students access material, services and supports, and counseling through our department. We have continued to evolve during the campus shut down, including expanding tutoring services and continuing to provide a distraction reduced exam setting in the Testing Center. Our outreach and counseling practices have evolved in the recent past, which has included utilizing an entirely online video counseling platform, and utilizing Zoom to meet prospective students from local and more distant high schools.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Strategic Plan #1: ***Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.***

- DSPS provides outreach to local high schools, and in AY 19/20 began a new model for meeting with students during resource classes. This model was developed to increase individual participation of incoming students, and provide essential information for next steps for enrollment and completing the DSPS intake process. Additionally, DSPS created a Webinar style Parents' Night, that provided information for parents to ensure incoming students had necessary support from parents or guardians. Parents' Night included information about DSPS, the application and onboarding process for the college, and Financial Aid information.

Strategic Plan #4: *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices.*

- As our demographics show, DSPS serves a diverse student population. We take pride in providing equity minded practices, and will continue to create and implement policies and procedures with equity as a guiding principal. The Dean of the DSPS program serves on the Equity and Inclusivity Committee, and our full time DSPS Counselor is a Coordinator and Instructor in one of our campus' learning communities, Kasaysayan.

C. **New Objectives/Goals:**

- **Brainstorm strategies for new student engagement, in reach and outreach, and put a plan in place to increase DSPS student enrollment over the next three academic years.**
- **Discuss strategies to retain students in DSPS courses such as ENGL 18, and aid in course completion.**
- **Implement a plan for providing in person learning disability assessment by Fall 2022.**

D. **Description of Process Used to Ensure "Inclusive Program Review"**

Provide a copy of this report to DSPS, Adaptive Physical Education and Testing Center Staff for review. Additionally, this report will be submitted to the current Acting President/Superintendent for review and feedback.

I. PROGRAM DATA

A. Headcount and Enrollment among DSPS Students

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Number of DSPS Students	794	711	507	-36.1%
Number of NVC Students	8,176	8,181	7,208	-11.8%
Population Share of DSPS Students	**9.7%**	**8.7%**	**7.0%**	**-2.7%**
Enrollments among DSPS Students	3,528	3,003	2,197	-37.7%
Enrollments across the Institution	32,545	33,102	30,409	-6.6%
Rate of DSPS Enrollment	**10.8%**	**9.1%**	**7.2%**	**-3.6%**
Source: Student data provided by DSPS				

RPIE Analysis: The number of students served by DSPS decreased by 36.1% over the past three years, while headcount across the institution decreased by 11.8%. DSPS students accounted for 9.7% of NVC student in 2018-2019 and 7.0% of the headcount in 2020-2021.

The number of enrollments among DSPS students decreased by 37.7% over the past three years, while the number of enrollments across the institution decreased by 6.6%. DSPS students accounted for 10.8% of enrollments across the institution in 2018-2019 and 7.2% of enrollments in 2020-2021.

Program Reflection:

While the decline in DSPS student enrollments is concerning, the DSPS department has implemented strategies to increase enrollment and engagement for incoming students. DSPS outreach is now happening virtually, where individuals from the DSPS department are meeting with prospective students one on one. Additionally, DSPS has expanded outreach to areas including Vallejo, and Vacaville. With these new outreach strategies, it is expected that enrollment and DSPS engagement will increase over the next three years.

The DSPS department will develop additional student engagement strategies and programs that will target students requiring additional support. We have the opportunity to include our students in a new mentor program, that will provide academic coaching to students, and give our students the opportunity to become academic coaches, as well.

When the campus has more in person services, we will highlight our computer lab, for students to utilize for accessing accommodations such as speech to text, but also it provides an area for studying and homework, if needed. This area can also be utilized for students to ask questions or resolve issues with technology, such as accessing CANVAS, or student email.

While it is difficult to see such a substantial decline in overall DSPS student headcount, it is important to reflect on the impact of the pandemic on our students. Our students need classes in person, and they need services in person. Although the online platform has made it easier for some of our students to access courses that may have been in conflict with work or family schedules, students with disabilities tend to prefer taking in person classes. When the campus offers more in person classes, more in person services, it is expected that our numbers will rise.

B. Demographics of Students Served by Program

	2018-2019	2019-2020	2020-2021	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	794	711	507	1,112	13,827
Gender					
Male	39.3%	40.3%	34.9%	***39.6%***	43.0%
Female	60.7%	59.7%	65.1%	60.4%	***57.0%***
Race/Ethnicity					
Asian	2.0%	1.7%	1.2%	***1.6%***	3.4%
African American/ Black	6.5%	7.2%	7.9%	7.0%	***5.2%***
Filipino	3.8%	2.4%	3.9%	***3.5%***	8.4%
Latinx/Hispanic	41.4%	42.8%	44.2%	41.4%	42.0%
Multiple Race/Other	5.7%	5.8%	6.1%	5.5%	6.6%
Native American	0.3%	0.8%	0.8%	0.7%	0.3%
Other	3.5%	5.6%	2.8%	4.3%	3.2%
Pacific Islander	0.3%	0.4%	1.0%	0.5%	0.6%
White	36.5%	33.3%	32.1%	35.5%	***30.3%***
Age					
19 or less	31.1%	31.1%	35.0%	***31.7%***	38.8%
20 to 24	37.5%	36.6%	36.9%	36.8%	***33.8%***
25 to 29	10.6%	11.2%	11.9%	11.5%	12.4%
30 to 34	4.2%	4.2%	6.1%	4.8%	5.2%
35 to 39	2.5%	1.9%	2.4%	2.4%	3.2%
40 to 54	3.5%	3.5%	3.2%	3.6%	4.2%
55 and older	10.6%	11.5%	4.5%	9.2%	***2.4%***
First Generation	39.4%	40.1%	41.2%	38.4%	39.3%
Source: Student data provided by DSPS					

<u>RPIE Analysis</u>: This section describes the demographics among DSPS students over the past three years, based on NVC records associated with the student identification numbers of program participants. The following demographic groups accounted for a majority or plurality of the DSPS students during that period:

- *Females (60.4%)*
- *Latinx/Hispanics (41.4%)*
- *Students ages 20 to 24 (36.8%)*

The following demographic groups claimed a significantly lower proportion of the population share among DSPS student than they did among the population of NVC credit students over the past three years:

- *Males (population share 3.4% lower than share among NVC credit students)*
- *Asian (population share 1.8% lower than share among NVC credit students)*
- *Filipino (population share 4.9% lower than share among NVC credit students)*

- *Students 19 or less (population share 7.1% lower than share among NVC credit students)*

*Females, African Americans/Blacks, Whites, Students 20 to 24, and Students 55 and older claimed a significantly higher proportion of the population share among DSPS students compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)*

Program Reflection:

DSPS is tasked with serving ANY student with a documented disability, and disability impacts individuals with all ethnic and cultural backgrounds. Having said this, it is extremely encouraging knowing the diversity of the students served by DSPS. This data gives the DSPS department a clear picture of the students we serve, and their demographics, in addition to giving us an understanding of groups that may be underserved at Napa Valley College. We can utilize this demographic data to engage students in these underserved demographic, and increase their participation over the next three academic years.

C. Fall-to-Fall Persistence of DSPS Students, Fall 2018 through Fall 2020

	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Change over 3-Year Period
Fall-to-Fall Persistence Rate	58.2%	52.8%	50.4%	-7.8%
Source: Student data provided by DSPS, NVC enrollment records				

RPIE Analysis: The table above reports the fall-to-fall persistence rates among DSPS students over the past three years. The persistence rate reports the proportion of students that were enrolled in one fall term that also enrolled the following fall term. Over the past three years, the persistence rate among DSPS students ranged from 50.4% to 58.2%. Over the past three years, the persistence rate among DSPS students decreased by 7.8%.

Program Reflection:

Although there is a decline in persistence, the rate of persistence is encouraging, none the less. Given current challenges with the pandemic, and the online platform, it is expected that persistence would decline. This metric does show, however, that the DSPS department can do more in helping students enrolled in classes to access more support to increase course completion. These efforts may include, but are not limited to, increased interaction and engagement with DSPS Counselling, utilizing academic accommodations provided by DSPS, and accessing campus and DSPS specific tutoring.

D. DSPS Enrollment in College-Level English and Mathematics

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
English	214	207	152	-29.0%
Mathematics	219	219	167	-23.7%
Overall	433	426	319	-26.3%

Source: Student data provided by DSPS, NVC enrollment records

RPIE Analysis: The table above reports the number of enrollments in college-level English and mathematics courses among DSPS students over the past three years. Over the past three years, DSPS enrollments within college-level English courses decreased by 29.0%. DSPS enrollments within college-level mathematic courses decreased by 23.7% over the same period. Over the past three years, the combined (overall) enrollment of DSPS students in college-level English and mathematics courses decreased by 26.3%.

Program Reflection:

This metric is extremely useful for the DSPS program, and specifically for our DSPS Counselors. It shows that DSPS Counselors are providing thorough academic counseling, based on individual student needs. DSPS Counselors are tasked with not only recommending classes that are needed for student educational plans, but also providing recommendations on when it would be best for students to take those courses. For students that learn best in person, counselors will advise students to wait to take courses in person. This trend is displayed by these statistics, and is encouraging.

E. Retention and Successful Course Completion Rate for DSPS Students in College-Level English and Mathematic Courses

	Retention Rate		Successful Course Completion Rate	
	DSPS	**All Students**	**DSPS**	**All Students**
English	88.0%	85.6%	72.4%	71.1%
Mathematics	85.5%	85.7%	65.3%	65.5%
Overall	86.7%	85.6%	68.8%	68.3%

Source: Student data provided by DSPS, NVC enrollment records
College-level English and mathematic courses includes: ENGL-120+ and MATH-106+

RPIE Analysis: The table above reports the three-year retention rates and successful course completion rates among DSPS students enrolled in college-level English and mathematics courses, along with the rates among all students enrolled in those courses. Over the past three years, the retention rate among DSPS students in college-level English courses was higher than the rate at the among all students enrolled in those courses. (The difference was not statistically significant.) The retention rate among DSPS students in college-level mathematics courses mirrored the rate among all students enrolled in those courses. The combined (overall) retention rate among DSPS students in college-level English and mathematics courses was higher than the rate among all students enrolled in those courses. (The difference was not statistically significant.)

Over the past three years, the successful course completion rate among DSPS students in college-level English courses was higher than the rate among all students enrolled in those courses. (The difference was not statistically significant.) The successful course completion rate among DSPS students in college-level mathematics courses mirrored the rate among all students enrolled in those courses. The overall successful course completion rate among DSPS students in college-level English and mathematics courses mirrored the rate among all students enrolled in those courses.

Over the past three years, the difference between retention and successful course completion among DSPS students in college-level English and mathematics courses (17.9%) mirrored the difference among all students enrolled in those courses (17.3%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

Program Reflection:

As stated in the previous section, these data show the importance of holistic counseling displayed by DSPS Counselors. With the decrease in enrollment in these courses, but strong completion rates, shows that Educational Plans are advising students on the best time to take these classes. Counselors provide recommendations on preparatory courses, as well as co-requisite classes, which also help the retention rates in college level math and English courses.

F. Retention and Successful Course Completion Rates in DSPS Courses

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
ENGL-12	85.3%		X	***52.9%***		***X***
ENGL-16	97.0%	X		***51.5%***		***X***
ENGL-18	***80.0%***		***X***	***53.3%***		***X***
COUN-97	94.8%	X		***93.3%***	***X***	
DSPS-Level	92.4%			79.7%		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for DSPS-associated courses was higher than the rate at the institutional level. (The difference was not statistically significant.) The retention rate for ENGL-18 was significantly lower than the program-level rate.

Over the past three years, the successful course completion rate for DSPS-associated courses was higher than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates for ENGL-12, ENGL-16, and ENGL-18 were significantly lower than the program-level rate. The successful course completion rate for COUN-97 was significantly higher than the program-level rate.

Over the past three years, the difference between retention and successful course completion at the program level (12.7%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following DSPS-associated courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *ENGL-16 (45.5%)*
- *ENGL-12 (32.4%)*
- *ENGL-18 (26.7%)*

Program Reflection:

The data for retention in ENGL 12, 16 and 18 gives us an opportunity to improve significantly in engaging and supporting students in these courses. With the recent turnover in our department, this may reflect in the decrease in retention. When faculty are no longer on campus, it impacts student motivation to continue in or retake courses. It is encouraging that we have part time faculty that have stayed consistent in the ENGL 12, 16 and 18 courses, but there needs to be dialogue about how to successfully support students in order to retain them, specifically in ENGL 18.
COUN 097 is an outlier when compared to ENGL 12, 16 and 18. This course is offered in the summer, and is only a three-day course. Even with the change to the online platform, this class is significantly different than the other course offerings in DSPS. In addition, although this course is taken for credit, and for a letter grade, grades are based on attendance as there are no exams and activities/assignments do not impact a student's overall grade in this short-term class.

G. DSPS Retention and Successful Course Completion Rate in ENGL-120, MATH-106, and MATH-232 with and without Co-Requisite

	Retention Rate		Successful Course Completion Rate	
Course	**DSPS Students**	**All Students**	**DSPS Students**	**All Students**
ENGL-120				
Standalone	84.4%	84.0%	62.3%	65.7%
With Support	85.0%	78.5%	57.5%	57.0%
MATH-106				
Standalone	85.7%	85.6%	***63.3%***	66.9%
With Support	87.5%	***83.7%***	56.3%	***51.4%***
MATH-232				
Standalone	86.2%	83.1%	67.6%	***59.7%***
With Support	73.7%	79.8%	52.6%	46.8%

RPIE Analysis: The table above reports two-year retention rates and successful course completion rates in ENGL-120, MATH-106, and MATH-232 (as standalone courses and with a support co-requisite course) among DSPS students and all students. The two-year rates reflect student performance in 2018-2019 and 2019-2020, to align with the years of AB 705 implementation.

Over the past two years, the retention rate among DSPS students was higher than the retention rate among all students in:

- *ENGL-120 with support;*
- *MATH-106 with support; and*
- *MATH-232 standalone.*

The difference for MATH-106 with support was statistically significant.

The retention rate for DSPS students was lower than the retention rate among all students in MATH-232 with support. (The difference was not statistically significant.) The retention rates among DSPS students mirrored the rates among all students in ENGL-120 standalone and MATH-106 standalone.

Over the past two years, the successful course completion rate for DSPS students was higher than the rate among all students in:

- *MATH-106 with support;*
- *MATH-232 standalone; and*
- *MATH-232 with support.*

The differences for MATH-106 with support and MATH-232 standalone were statistically significant.

The successful course completion rate among DSPS students was lower than the rate among all students in ENGL-120 standalone and MATH-106 standalone. The difference for MATH-106 was statistically significant. The successful course completion rate among DSPS students mirrored the rate among all students in ENGL-120 with support.

Program Reflection:

This important data set is crucial as we move forward with providing Educational Plans for DSPS students needing college level math and English courses. From the implementation of AB 705, there has been a significant amount of skepticism about how eliminating foundation level courses would impact students with disabilities. As one might imagine, the consensus among community college disability support programs was that AB705 would negatively impact students with disabilities. This data has proven otherwise, at Napa Valley College. While we are not sure if the students taking these courses were first year students, we can see that students are persisting, and passing these classes as an impressive rate. This data will give our DSPS Counselors more information when advising students, specifically for MATH 232 with support. The Math Department has reported that MATH 232 with support is a significant workload, and students are not more successful in Math 232 with support, and therefore recommended the preparatory course be taken electively prior to taking the Math 232 stand-alone course.
Conversely, the completion rate of ENGL 120 without support, as well as Math 106 without support, shows that we should be advising students to take the support courses, when suggested by placement and Counselors' interpretation of a student's high school transcript and interactive process.

H. Transfer Rate of Students in Program

Cohort	Size of Cohort	Number of Transfers	Rate of Transfer
2015-2016 Cohort	1,093	320	29.3%
2016-2017 Cohort	1,002	295	29.4%
2017-2018 Cohort	926	250	27.0%
Three-Year Totals (Unduplicated)	**1,702**	**478**	**28.1%**
Sources: SQL Enrollment Files, National Student Clearinghouse *Three-year rate includes duplicated students*			

RPIE Analysis: The figures reported in the table above reflect DSPS student transfers to four-year institutions within (at least) three years following their enrollment at NVC. Students in the three cohorts were tracked from the year following DSPS participation through fall 2021. Over the past three DSPS cohorts, 28.1% of program participants have transferred to four-year institutions.

Program Reflection:

Although it may seem low, this data set is encouraging for many reasons. First, DSPS students ARE transferring. Any student served by DSPS moving on to a four-year institution is a success, and shows that the DSPS department and the college as a whole, are sending students on to the next step towards their overall success in life as individuals. While we in DSPS will certainly focus on raising the transfer rate amongst our students over the next three years, we must also remember that students have different goals and transfer is not always the goal. Students receive certificates, students receive local associates degrees, students take courses for physical or mental well-being. The DSPS department serves all students with disabilities, and we support students in their diverse academic goals.

II. CURRICULUM

This section does not apply to Disability Support Programs and Services.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Learning Outcomes Assessment at the Program Level

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes*	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

*Include all areas of study, degrees, and certificates associated with the program in the table.

Program Reflection:

NA

B. Summary of Learning Outcomes Assessment Findings and Actions

NA

Program Reflection:

NA

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: ___DSPS_____
Plan Years: _____2021-2024_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
• **Brainstorm strategies for new student engagement, in reach and outreach, and put a plan in place to increase DSPS student enrollment over the next three academic years.**	1.A, 1.B	Begin brainstorming during monthly meetings effective immediately. Assess student enrollment each semester through 2024.	Student enrollment in DSPS and College Courses in AY 21/22, 22/23, 23/24
• **Discuss strategies to retain students in DSPS courses such as ENGL 18, and aid in course completion.**	1.F	Organize meeting w/ ENGL 12, 16, 18 instructors in early SPR 22. Implement strategies and discuss with DSPS Counselors before priority registration begins for FA 22.	Data from RPIE for DSPS Courses ENGL 12, 16, 18
Implement a plan for providing in person learning disability assessment by Fall 2022.	NA	Meet with current LD Spec/Counselor early SP 22. Develop a plan and have it approved by VP Student Affairs. Discuss	Implementation date- FA 22. If LD assessment has not commenced by

		needed PPE/barriers w/ Facilities.	that time, reevaluate and plan.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

All department/program initiatives are achievable with the current staffing and resources available. The program would benefit from a full time Learning Disabilities Specialist, which would also help our goal to improve student success in ENGL 18. The DSPS budget would accommodate a fulltime Learning Disability Specialist, but the department would likely need to wait until full in person services resume.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- **Temporary Learning Disability accommodations provided by DSPS Counselor/LD Specialist in lieu of in person LD assessment. This gives the DSPS department the ability to serve students with potential Learning Disabilities, while maintaining safety for students and staff.**
- **Technology has been provided to the Adaptive Physical Education Program that will allow for hybrid/online instruction in the event of another shut down, and increase documentation capabilities for in person classes.**
- **Innovative outreach strategies have increased new student engagement, and recruitment for DSPS' summer bridge class, COUN 97**

B. Effective Practices

- **Online application to start the DSPS intake process for students.**
- **Online documentation for Academic Accommodation Plans, tutoring requests, etc make remote DSPS Counseling effective.**
- **Testing Center is available for students to take exams in a distraction reduced environment safely on campus, for online/hybrid courses.**
- **Strong communication via email/phone has been vital for coordination of services by DSPS staff.**

Feedback and Follow-up Form

Completed by Supervising Administrator:

Oscar De Haro

Date:

2/1/22

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The DSPS Program has offered successful summer Counseling classes for incoming DSPS students

Areas of concern, if any:

One concern is the decrease in students served by DSPS, since the pandemic hit NVC. Increased (remote) outreach services to local schools and programs that serve DSPS-eligible students has assisted with making inroads to regaining the DSPS student population. The other concern is the filling the position of Dean of DSPS & Testing on a permanent basis, which has been filled by an Acting Dean for the past 7 months.

Recommendations for improvement:

I have no recommendations. The DSPS Program has been fully staffed for the past 2 years and is serving students at an efficient and effective level.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	0
Personnel: Classified	0
Personnel: Admin/Confidential	0
Instructional Equipment	0
Instructional Technology	0
Facilities	0
Operating Budget	0
Professional Development/ Training	0
Library & Learning Materials	0