

COMPREHENSIVE PROGRAM REVIEW

DSPS AND WORKABILITY III

JULY, 2022

PURPOSE AND INTEGRATION WITH BROADER PLANNING

The comprehensive program review captures the longer-term strategic plan for a program. The CPR informs the campus of the program's goals and describes the means for achieving those goals. The CPR includes a reflection on annual program goals and student learning outcomes. CPR information may also be used to inform college planning including: the strategic plan, education plan, facilities plan, student equity plan, etc. *See AP/BP 3260*

STUDENT SERVICES PROGRAM LINK TO COLLEGE MISSION

Statement of Mission: Feather River College provides high quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting. *Describe how the program serves/supports the College mission, vision, and values.*

The Disability Support Program for Students (DSPS) supports the College mission, vision, and values by providing academic adjustments, auxiliary aids, services, and instruction for students with disabilities, thereby granting them equal access to the classes, programs, educational activities, and facilities offered by our institution, and offering equal opportunity to experience learning, workforce preparation, and academic achievement.

The Mission of DSPS is to promote self-confidence in an educational environment while fostering student independence. The DSPS staff is committed to the establishment of a positive learning environment. This is achieved by focusing on academic integrity, maintaining sensitivity to our students, creating a springboard for change, and ultimately aiding in the achievement of student success. In DSPS, our students come first; their individual needs are the focal point in our efforts to assist them in attaining their goals and potential. Our goal is to turn challenges into opportunities.

DSPS Vision Statement

We believe:

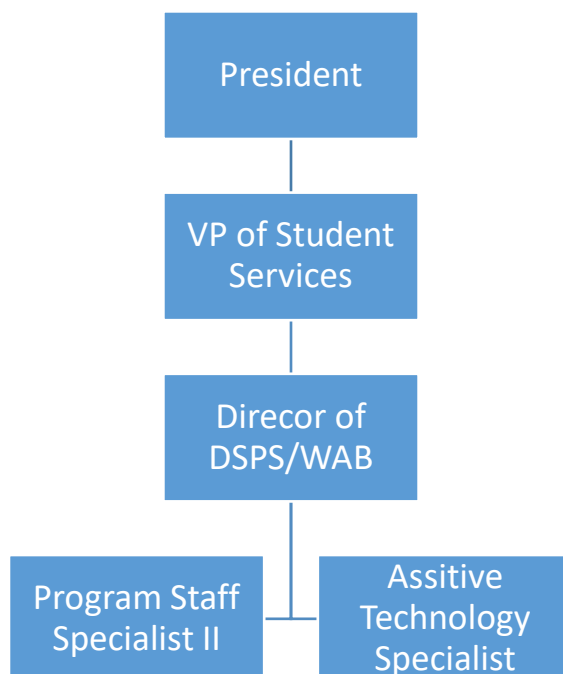
- All students have the potential for growth and success.
- All students have the right to be treated with respect.
- The diversity brought to the campus by students with disabilities enriches the overall college learning environment.
- Education is a process of mutual responsibility in which students benefit by participating actively in meeting their educational goals.

The diverse needs of students with disabilities are best met in an environment that:

- Is accessible, inclusive, and supportive.
- Provides fair and consistent treatment.
- Encourages independence and self-sufficiency.
- Recognizes and respects the unique challenges and strengths of each student.

SERVICES AND STUDENT POPULATIONS SERVED

Provide a description of all the services provided under your program along with the staff who provide these services. An organizational chart may be included. Describe how services are provided both on campus and online. Describe the student and/or population served by the program, including any disproportionately impacted populations and data regarding student access to the service and success rates among populations (if applicable). Assure that the catalog, website and any other marketing descriptions are accurate.

DSPS/WorkAbility III Organization Chart

Time Commitment of DSPS and WorkAbility III* Staff		
Position	Months of Employment	Hours per Week
Director		
DSPS (DD)	12	31 (40 in July)
WorkAbility III (WD)	11 (Off in July)	9 (0 in July)
Assistive Technology Specialist		
DSPS (ATS)	10 (Off in June and July)	20
Program Staff Specialist II		
DSPS (DPSS)	11 (Off in July)	8
WorkAbility III (WPSS)	11 (Off in July)	16

**Time commitments for WorkAbility III are for the current 3 year contract with the State of California Department of Rehabilitation; the contract is for 2021-22, 2022-23, and 2023-24*

(Position Abbreviations: DSPS Director – DD; WorkAbility III Director – WD; Assistive Technology Specialist – ATS; DSPS Program Staff Specialist II –DPSS; WorkAbility III Program Staff Specialist II – WPSS)

The Feather River College DSPS provides academic adjustments, auxiliary aids, services, and/or instruction, on and/or off campus, to students with disabilities pursuant to Education Code sections 67310-13 and 84850. According to Title 5 Regulations, academic adjustments, auxiliary aids, services, and/or instruction provided by DSPS must:

- (a) not duplicate services or instruction which are otherwise available to all students;
- (b) be directly related to the educational limitations of the verified disabilities of the student to be served;
- (c) be directly related to the student's participation in the educational process;
- (d) promote the maximum independence and integration of students with disabilities;
- (e) not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline thereby causing a fundamental alteration; and
- (f) support participation of students with disabilities in educational activities consistent with the mission of the California Community Colleges as set forth in Education Code section 66010.4.

Each student who applies for support services through DSPS is evaluated by the DSPS Director for determination of eligibility. In order to be eligible, a student must have a disability which is verified and which results in an educational limitation. Once determined eligible, the student meets with the DSPS Director in what is known as "the interactive process," a deliberative and collaborative process of communication between the Director and the student that occurs in order to create a plan that will facilitate equal access to the educational process for the student. This plan, the Academic Accommodation Plan (AAP), identifies the student's educational limitations and the approved academic adjustments, auxiliary aids, services, and/or instruction that will assist the student to equally participate in the instructional offerings of the College by providing "above and beyond" services to meet their disability-related educational limitations. The AAP is a living document in that it can be revised and/or updated if a student's needs change, or if the nature of the courses they are undertaking changes. Ongoing communication and collaboration between the DSPS Director and the student occurs each semester in order to facilitate course specific support services.

The academic adjustments, auxiliary aids, services, and/or instruction that are currently available include, but are not limited to:

- Alternate Media – A method of making information accessible to persons with disabilities. The most common types of alternate media are audio files, Braille, tactile graphics, taped tests, large print, and electronic text. *(Facilitated by ATS and DD)*
- Assistive Listening Device (ALD) – Any device that helps a student mitigate hearing loss such as an FM, Infrared, or loop system. These devices separate the sounds, particularly speech, that a person wants to hear, from background noise. (This does not include hearing aids, which are considered personal devices and are not funded through DSPS.) *(Facilitated by ATS and DD)*
- Assistive Technology (AT) – AT is any durable piece of equipment that has been adapted or modified to mitigate the effects of disability. This can include hardware (such as a keyboard or monitor), software (such as screen reading technology, word prediction, or print enlarger) calculators, and/or spell checkers. *(Facilitated by ATS and DD)*

- Computer Assisted Real-Time Transcription (CART) – CART uses a person specially trained to transcribe speech into viewable text, using a computer and an input device especially for this purpose. *(Facilitated by Outside Contractor)*
- Sign Language Interpreter (SLI) *(Facilitated by Outside Contractor)*
- Assessment – The process by which functional educational limitations, academic readiness, vocational interests, and verification of disability are evaluated for a student with a disability. *(Facilitated by DD and Outside Contractor for Learning Disability/Psychological Assessment)*
- Academic Counseling/Advising - An interactive session between a student and the DSPS Director for the purpose of developing an Academic Accommodation Plan, identifying and mapping classes for a major/minor, and/or discussing academic progress or student success issues. Topics may include study skills (i.e., enhancing memory, time management, organization, etc.). *(Facilitated by DD)*
- Disability-Related Counseling – An interactive session for the purpose of discussing how the student's disability impacts them in the college setting; can include discussion regarding the support services needed to address the functional limitations of the disability in the educational setting. *(Facilitated by DD)*
- Personal Counseling – An interactive session to assist the student resolve issues that may be preventing the full achievement of educational, social, or vocational/career goals. Issues may include personal behavior, substance abuse, mental illness, or any personal issue that affects educational progress; however, personal counseling does not include therapeutic interventions. *(Facilitated by All Permanent Staff)*
- Employment Preparation/Job Placement – Employment Preparation, job development, and job placement services related to transition to employment are available through the WorkAbility III component of the DSPS Program. *(Facilitated by WD and WPSS)*
- Liaison/Referral to Instructors, Staff, and Community Resources. *(Facilitated by All Staff)*
- Notetaker Services – A notetaker is a student registered in the same class as notetaking services are being requested. The notetaker takes class notes for themselves, then shares these notes with the DSPS student. The class notes can be copied in the DSPS Office. *(Facilitated by Student Employees)*
- Mobility Assistance (On-Campus) – Physical assistance directly related to participation in an instructional activity; includes on-campus cart transportation to and from college courses and related educational activities. *(Facilitated by All Permanent Staff and Student Employees)*
- Orientation – The purpose of an orientation is to familiarize the student with DSPS services and community resources that will support them academically. *(Facilitated by DD)*
- Priority Registration/Registration Assistance – Priority registration involves granting a student access to register for classes before the general student population in order to appropriately accommodate disability-related issues. (Students must have completed an FRC new student orientation, must have completed assessment testing and submitted scores, and must have met with an academic advisor to create a Student Education Plan (SEP) in order to be granted this accommodation.) *(Facilitated by DD and DPSS)*
- Reader Services – This service includes the coordination and provision of a live, human reader to read print for class-required material if access is unavailable in other suitable

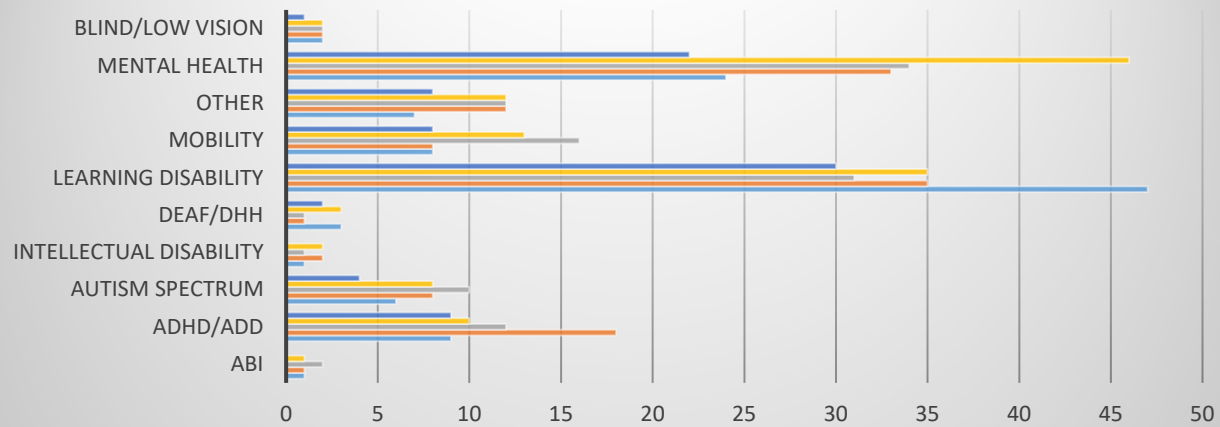
modes (e.g., alternate media, audio file, etc.). *(Facilitated by All Permanent Staff and Student Employees)*

- Scribe Services – This service involves having another person write a student's responses (verbatim) when a student is unable to physically enter data during the class session and/or exam. *(Facilitated by All Permanent Staff and Student Employees)*
- Test-Taking Facilitation – This service can include the arrangement, proctoring, and modification of exams and may include extended time on quizzes and exams, a distraction-reduced setting, the use of noise-cancelling headphones or earplugs, a remote site from the classroom to allow the student to read a test aloud or verbalize answers prior to recording them, or any combination of services and accommodations that reduce visual or audible stimulation or that allow a student to verbalize without causing a distraction to other students. *(Facilitated by All Permanent Staff and Student Employees)*
- Tutoring Services – All FRC students are entitled to individualized or group tutoring, writing critiques, and instructional assistance in mathematics, the sciences, and English through the Instructional Resource Center (IRC). DSPS can provide additional specialized tutoring support, in addition to that which is provided through the IRC, if a student with a disability requires it. *(Facilitated by All Permanent Staff and Student Employees)*

Co-Curricular Activities – DSPS may provide accommodations for a co-curricular activity if the activity is part of a requirement of a course in which a student with a disability is enrolled. *(Facilitated by All Permanent Staff plus Student Employees)*

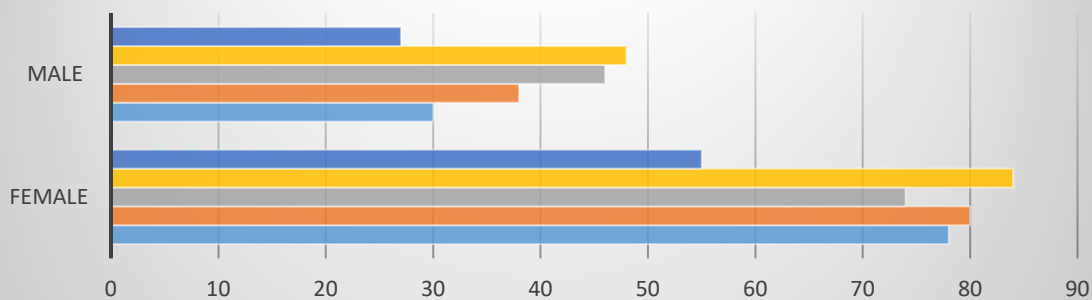
DSPS Student Demographics 2016-2021

Student Disability Type 2016-2021



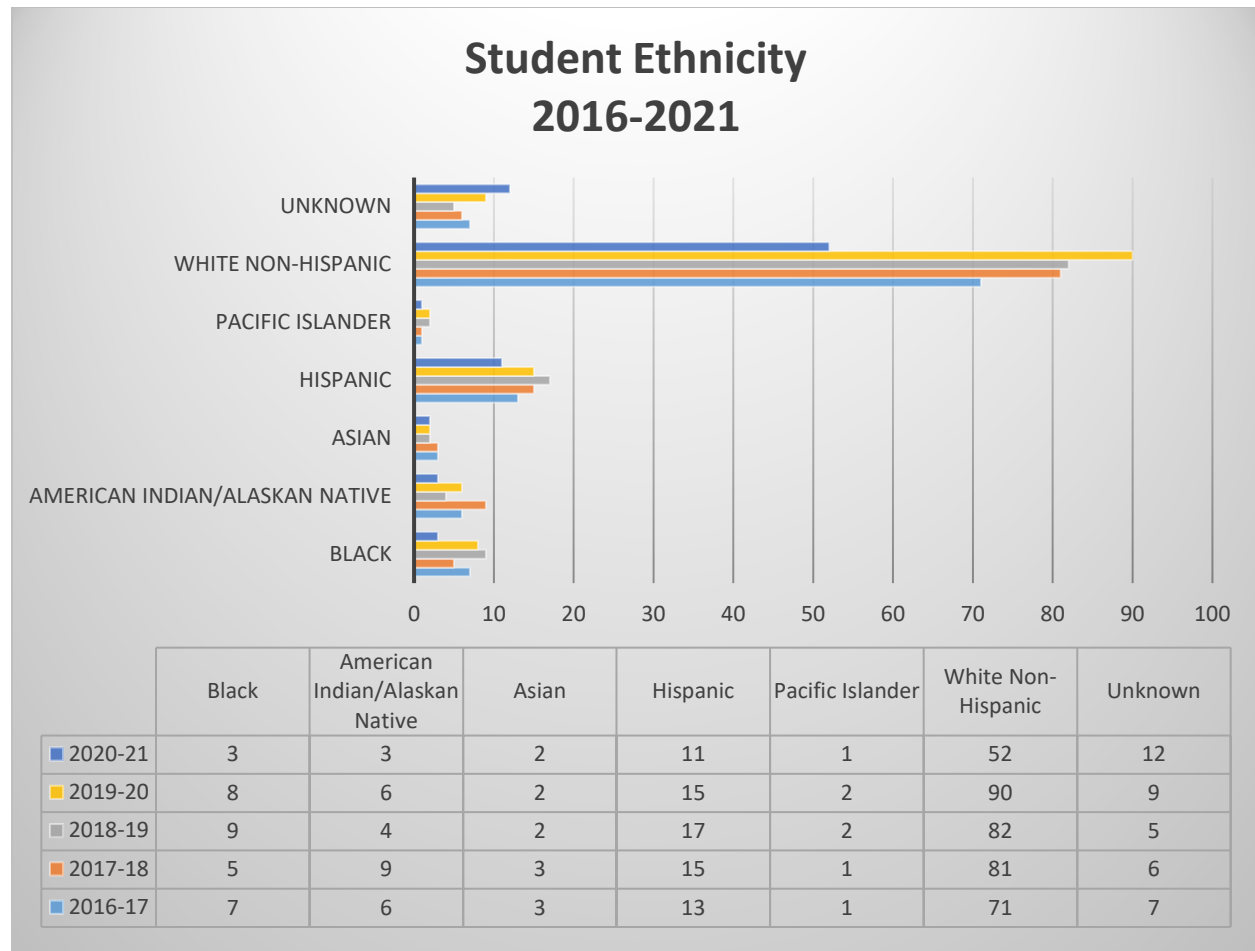
	ABI	ADHD/AD D	Autism Spectrum	Intellectua l Disability	Deaf/DHH	Learning Disability	Mobility	Other	Mental Health	Blind/Low Vision
2020-21	0	9	4	0	2	30	8	8	22	1
2019-20	1	10	8	2	3	35	13	12	46	2
2018-19	2	12	10	1	1	31	16	12	34	2
2017-18	1	18	8	2	1	35	8	12	33	2
2016-17	1	9	6	1	3	47	8	7	24	2

Student Gender 2016-2021

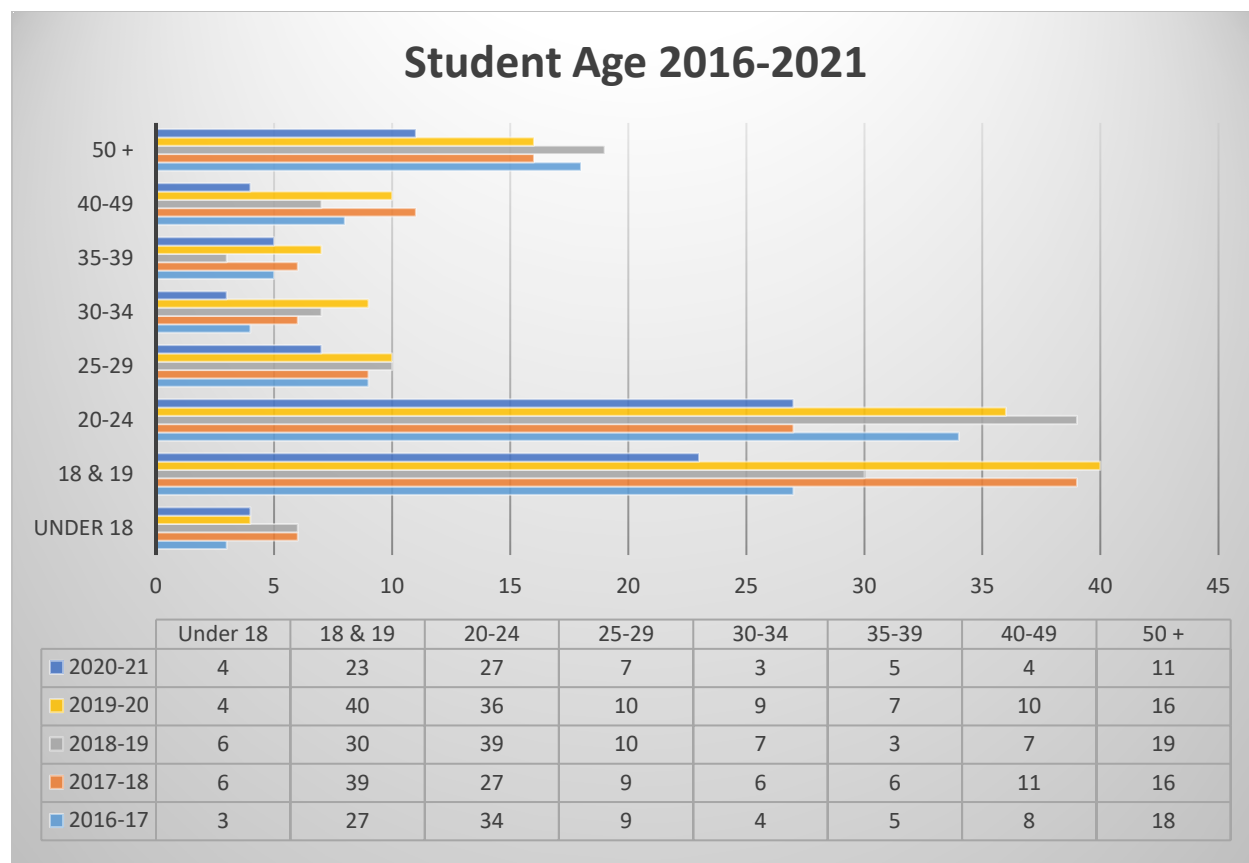


	Female	Male
2020-21	55	27
2019-20	84	48
2018-19	74	46
2017-18	80	38
2016-17	78	30

DSPS Student Demographics 2016-2021



DSPS Student Demographics 2016-2021



DESCRIBE EFFORTS TO REDUCE EQUITY GAPS AMONGST STUDENT POPULATIONS

You may refer to the Student Equity Plan to identify populations that the college has determined there are equity gaps or disproportionate impact. An example to reduce equity gaps might be implementing a change within the service for a specific population based on data. I.E. targeting a specific group for tutoring, changing intervention strategies, etc.

There is a stigma around accessing DSPS services, which prevents some students from requesting the assistance that they need in order to be successful at FRC. We see fewer males than females applying for, and utilizing, our services. As part of the Student Equity Plan process, FRC has identified black males as a population in which to focus our equity efforts. We know that a large portion of FRC's black males are also athletes. To better reach those groups we will partner with athletics and the Instructional Resource Center beginning in fall of 2022, and hope to hold office hours in both of those locations to reduce the stigma of entering our office. We hope to forge a strong partnership with the coaching staff, as they run the study halls, and are in a position to encourage students to seek our assistance.

In the past, when tabling at campus events, we got very little student interaction. This is most likely due to the stigma of being associated with DSPS. Many student athletes attend these events, so this had been a missed opportunity to interact. Going forward our table will be more interactive to pique the interest of both students and staff. If all students want to try our products, we can better capture those who are interested in DSPS without the fear of approaching us. This strategy worked very well at a recent event for local 9th graders, bringing many students to our table. We are hopeful that this will be effective with FRC students as well. Additionally, this strategy brought several faculty members to our table to try our products and discuss DSPS services.

Another strategy to increase participation, to be implemented in Fall of 2022, is to hold open house style events for staff and faculty to try our services, tour our office and network with DSPS staff. It is imperative that staff and faculty members are allies with our program, and understand the services we provide in order to make referrals.

UPDATED POLICIES RELATED TO YOUR PROGRAM

Please list any policies such as AP's or BP's (for internal) or State or Federal Regulations (for external) that have been updated since the last CPR, describe any changes or impacts to your services.

Beginning in fall 2021, the Chancellor's Office changed policy and DSPS can now carry forward funds.

We are in the process of revising our Service Animal Procedures and Guidelines, AP 5140B, to include Emotional Support Animals (ESA). ESAs have become increasingly popular in student housing throughout the country, and FRC has seen a large increase in ESA requests. AP 5140B was approved in 2007 and does not include ESAs, as they were not recognized at that time. Our new policy is modeled on those of other institutions of higher education. We hope to receive approval for the new policy in the 2022-2023 academic year.

ASSESSMENT OF STUDENT SERVICES STUDENT LEARNING OUTCOMES

Note which Student Services Student Learning Outcomes you chose to assess, and what strategies you used to assess them. Examples may include student satisfaction data, records of student use of services, data describing a change in service after a program change has been made, anecdotal or focus group feedback from students, evaluations from programs, etc.

1. Students will learn about programs and services and make an informed decision to apply and utilize these programs and services. (CWSLOs 1, 2, 3, 4, 5)

Students are informed of, and encouraged to explore other student support services. All DSPS students qualify for TRiO, and we have those applications readily available in our office. Referrals are regularly made to the Metal Health and Wellness Center. Signs are posted prominently advertising TimelyCare, and students are encourage to create an account by using the QR code before they leave our office, especially if they have mentioned mental health concerns. They are aware of the IRC and how to access tutoring services.

2. Students will demonstrate an awareness of their financial responsibilities for all college expenses by accessing resources to cover costs. (CWSLOs 2, 3, 4, 5, 7)

After a student completes a FAFSA, WorkAbility III (WAB) covers student fees and books, as well as anything else they need for class and career preparation. If a student does not qualify for financial aid, WAB can pay their tuition. Students are asked to make a list of everything they might need, which will be discussed with WAB staff, and the Department of Rehabilitation counselor. This encourages them to think critically about supplies will be helpful to succeed in school, and eventually employment, as they must demonstrate a need for the item. The program has paid for nursing student's lodging and gas for clinical travel, as well as supplies (stethoscope, shoes, scrubs, etc.) which was tremendously helpful when we had a cohort of nursing students who lost their homes in the Camp Fire. In the past year we've been able to help an Early Childhood Education student acquire everything needed to set up a daycare, as well assisting an Eco Farming student in obtaining all the supplies she will need to get started in the industry. Without WAB assistance, these students would not have the means to acquire the items mentioned above, and would be at a disadvantage when starting their careers.

DSPS students are reminded to apply for Cal Fresh, and are encouraged to explore student worker positions, since those processes are entwined. Aside from a paycheck, the benefits of student employment are discussed, which touch on the importance of building a resume, gaining experience/transferable skills, and networking. They are also made aware of the new Basic Needs Center and the food pantry.

Finally, students are encouraged to apply for scholarships and grants even if they don't know if they'll qualify, as well as book vouchers if they are not in WAB.

3. Students will grow their independence by learning to be resourceful and improve skills in self-advocacy, organization and leadership skills. (CWSLOs 3, 4, 5, 6, 7)

One of the main goals of DSPS is to foster self-advocacy skills. In fact, self-advocacy training is a DSPS accommodation. This accommodation is meant to help students talk about their disability, and related needs, in order to prepare them for success in school and life. This is often a new skill for those attending college right out of high school. Young students often do not know exactly what their disability is, and how it impacts them. In K-12, disabilities are identified by the school, and accommodations are arranged and imposed with little student input. College is very different in that regard, and can be a tough transition. Students are not required to utilize services, must self-identify, and must request services each semester. Providing verification of disability is the responsibility of the student. They must also provide their instructors with an accommodation letter (written by the DSPS Director), and are encouraged to have a conversation with their instructors about their disability related needs. Additionally, students are informed of their rights as a student with a disability, and are instructed to discuss concerns with the DSPS office, if they choose. In most cases, DSPS only intervenes with staff and faculty after the student has tried to resolve the issue. Again, this is meant to foster independence and self-advocacy skills, which are essential for those with disabilities to thrive.

PROGRAM SUCCESSES AND ACCOMPLISHMENTS

Using results of assessments, APR reflection, or other data or evidence, describe successes and accomplishments that have occurred within the program since the last CPR.

We were able to negotiate a budget increase with the Department of Rehabilitation (DOR) for our 2021-2024 WorkAbility III (WAB) contract. Insufficient funding has been a struggle and source of frustration for many years, as the budget was stagnant while personnel costs increased. With our budget increase, we went from \$57,138 to \$65,138 per year. This covers 67% of the Program Staff Specialist II's salary, and 23% of the DSPS/WAB Director's salary. Without the augmentation, the program would be unsustainable. The additional 8k per contract year will allow us to maintain current staffing levels for the 22-23 fiscal year. Most WAB programs across the state are experiencing the same budget and sustainability issues, which prompted DOR to offer each contract a 15% budget increase in the 22-23 fiscal year without an increase in service goals. We will apply for those funds when they become available in December, which will ensure that we can pay salaries for the foreseeable future.

In Spring of 2020, shortly after Covid lockdown, we began a digital newsletter titled *Access Issues*. The newsletter is emailed to the campus community monthly. Regular features include: spotlight on a disability, technology tip, career tip, disability etiquette, comics, and a section by our student workers. The student workers choose what they would like to research and write about. In the past they've written movie/book reviews, spotlight articles on their disability (if they are a DSPS student and choose to disclose a disability), etiquette tips and more. This task allows them the opportunity to have a voice, share their knowledge, and polish their writing and research skills. The newsletter is intended to educate the campus community about DSPS services, and disability in general, with the hope of decreasing the stigma surrounding disability and increasing participation in DSPS.

Additionally, it is a way to remind current and potential DSPS students of our services while also fostering a sense of self-advocacy and independence by allowing them to make the decision to contact us.

In the summer of 2021 we were able to install a soundproof booth, purchased for a distraction reduced testing environment in 2016. Once the booth was installed, we determined that we could not proctor exams in it as we cannot see inside. We were able to re-purpose the booth to be a relaxation room. In partnership with the Student Equity and Achievement Program (SEA) we were able to purchase items for the booth, which we named The Fortress of Solitude. The Fortress contains two oversized beanbag chairs, weighted blankets, coloring books, and fairy lights. It has been popular with students who need a little privacy and alone time.

In the fall of 2021 we set a goal of making our office a place where students want to spend time. Our DSPS funding guidelines are strict, and we are not able to purchase items to accomplish this goal. With the assistance of SEA, and in addition to the items purchased for the Fortress, we were able to procure supplies to make our space more welcoming. We now have a hospitality cart in the entry way complete with a coffee maker, hot water kettle and snacks. SEA supplies the coffee/tea/snacks. We were also able to create a disability related book and movie lending library available to the whole campus community.

PROGRAM CHALLENGES

What challenges, if any, has your program experienced since the last CPR?

Without a doubt, the largest challenge since the last CPR has been the Covid-19 pandemic, which forced us from campus and into online learning, with little warning, mid-semester in the spring of 2020. While this disruption in face-to-face learning led to lower enrollment in higher education across the board, students with disabilities faced additional challenges. According to monthly meetings with DSPS Directors across the state, DSPS participation is down by about 33% everywhere. Online learning is not necessarily the best fit for some students with disabilities like ADHD/ADD and learning disabilities. The motivation and time management struggles common in those with ADD/ADHD made online learning difficult. Many students disclosed that they need the accountability attending class brings in order to keep on track. Some students with mental health disabilities found the exam proctoring program, Proctorio, to be anxiety provoking since they were being recorded and could see themselves. The use of this program also interfered with some accommodations, like the ability to get up/walk around during exams (utilized by students with IBS, physical disabilities, anxiety, pregnant students, etc.), leading to anxiety in students who do not necessarily have an anxiety disorder. Additionally, some students had difficulty receiving their extended time on exams once they went online, and many did not have a distraction reduced setting at home, essentially negating those approved accommodations. When we were able to return to campus in the fall of 2020, some immune compromised students were not comfortable returning to in person learning. Mental health disabilities are on the rise (see disability type graph), and the pandemic made things worse. Of the students who remained at FRC, we saw an increase in the amount of emotional support needed. Luckily, FRC

invested in TimelyCare in the fall of 2021, which took some pressure off of us, and ensured that students had access to the help they needed when they needed it.

In the summer of 2021, Plumas County was directly in the path of the Dixie Fire, the largest single wildfire in California history. The communities of Indian Falls and Canyon Dam, as well as the town of Greenville were destroyed. Several DSPS students lost their homes, which led to some moving from the area and leaving FRC, or into less than ideal living arrangements making school difficult (one student has been in a tiny trailer with nowhere to study and spotty Wi-Fi). Many people were evacuated, or had returned home just days before fall semester started. Fire hazard clean up, ongoing a year later, results in long and unpredictable commutes to campus. The air quality was in the toxic range when the semester began, which affected athletics and students with disabilities related to breathing (asthma, COPD). This chaos and tragedy resulted not only in a logistical nightmare, but in mental health issues, making it difficult for some students to perform at their best. Though some students from the devastated communities have persisted, they are not thriving. We have provided much emotional support to these students over the past year.

During Summer Orientation in 2020, held outside due to Covid precautions, staff, faculty and students watched in horror as a lightning strike hit a tree, starting what would become the Claremont Fire. While this was not as devastating as the Dixie Fire, we experienced many of the same challenges listed above: toxic air, disrupted athletic practices, power outages, and evacuations. Once again, we started the school year in chaos.

There was a change in directors in January of 2020. With only a day and a half of overlap between the new and old director, there has been a steep learning curve. This was complicated by the pandemic stay at home order, which meant the new director did not have access to information contained in the office or her new staff and/or colleagues. As DSPS programs statewide scrambled to figure out how to work with students in the new virtual environment, even seasoned directors struggled. One good thing came of this though. Since we were all faced with the same challenges, and needed support, there are now monthly DSPS Director meetings, which have been tremendously helpful.

The budgets for both programs continue to be a challenge, though WAB received a budget increase, and DSPS can now carryover funds, which will alleviate some challenges. Receiving the lowest DSPS allocation in the CCC system, we often struggle just to pay salaries. This resulted in a reduction in hours for classified staff in the fall of 2019. The Program Staff Specialist II was reduced from 30 hours to 24, and the Assistive Technology Specialist went from 30 hours per week to 20. We have not had the funding to reinstate the lost hours. The reduction in classified hours leads to office coverage issues. We are forced to rely upon student workers, who are limited in tasks they can perform due to confidentiality regulations. Additionally, as they are not regular employees, they should not be responsible for handling emergencies (mental health crisis, medical emergency, etc.). Due to the possibility of medical emergencies, nobody should be in the office alone. Complicating the situation is the need to staff the testing center, while also providing mobility cart rides. For the reasons listed above, there must be a minimum of two staff members in the office at all times, though three is preferred, which is not always possible with our current classified staff schedules.

Another long standing issue related to the budget is the fact that most funds go toward salaries, leaving little room to upgrade or try new technologies. Our loaner laptops are very old and barely work. Until January of 2022, we only had an obsolete version of Kurzweil (the most popular literacy tool on the market) which was installed on computers in our lab and library. Because of this, students could only use the technology when we were open, which is not when many of them need it. This was a huge equity issue, as students were not able to access their approved accommodations on demand. While funding will likely continue to be a barrier to maintaining current technologies, with carryover funds we were able to purchase ten web licenses for Kurzweil. The \$2k subscription will need to be renewed in January 2023. At this point, we should have funds to cover that expense this year.

Finally, we do not have a Learning Disability Specialist (LD Specialist) on staff to diagnose learning disabilities. This is considered a service and not an accommodation, so we are not required to provide LD assessment. This is a budgetary issue, which leads to an equity issue. If a student arrives at FRC and suspects that they have a learning disability, but was not diagnosed in K-12, our hands are tied. This mainly impacts those from schools in disadvantaged areas. Of course, we can help them if there is another verifiable disability, but we will not necessarily have all the information to best serve them. If they do not have any other disability, we cannot help them at all. We had an LD Specialist on staff until 2009, when massive budget cuts forced us to terminate the position. We have not had the funding to reinstate the position, however, in the 2015-2016 and 2016-2017 academic years we were able to contract with an LD Specialist in town to do assessments on a case-by-case basis. We were charged \$800-\$1100 per assessment. This is something we are exploring again, but, as before, it's dependent upon funding.

PROGRAM IMPROVEMENTS AND PLANS

Based on the results of the assessment, APR reflection, or other data or evidence, describe any changes have you made or that you plan to make to improve your program or service.

As mentioned above, we plan to work more closely with athletics and the IRC, possibly holding office hours in their locations to reduce the stigma of entering DSPS. All athletes have mandatory study halls, and we hope to visit each one to promote our program and services, as they are a captive audience in that setting. Additionally, we plan to meet with the coaching staff to educate them about our services.

As indicated in the attached staff survey, distributed via email/Survey Monkey in the 21-22 academic year, it is evident that we need to provide more educational opportunities for staff and faculty. We will create a presentation about Universal Design to be distributed to faculty, as well as tip sheets describing how different disabilities may present in the classroom. This information will be made available on our website as well as through the Office of Instruction. Additionally, we will hold a monthly staff/faculty open house to allow colleagues to casually explore our office and services, and network with the DSPS staff.

As mentioned above, we were able to secure SEA funds to purchase items to make the office more welcoming. We hope to utilize this partnership to continue to build our lending library and maintain the hospitality cart.

FRC was able to purchase some new computers for our lab, which will be installed this fall. This is tremendously helpful as only half of the computers currently in the lab work. Knowing that, we determined that we don't need as many computers as we currently have. FRC purchased ten computers for the lab, and two for the testing room. This should be more than sufficient. With that in mind, we are hoping to remodel the lab to make it more conducive to studying. If approved, the middle bank of computer stations will be removed and replaced with study tables. Currently, we only have one table available to students, and it's in the testing room, making it unavailable at times. This new configuration, along with new computers, free snacks and the Fortress of Solitude, will give students a place to spread out and comfortably spend time in the office where they can receive assistance and support if needed.

POSSIBLE BARRIERS TO IMPROVEMENT PLANS

What challenges, if any, do you foresee in making program improvements. Examples may include budget, staffing, etc.

The most likely barrier to implementing the above plans will be budgetary and staffing issues, as well as buy-in from interested parties. We will need to build strong partnerships on campus.

LONG RANGE VISION FOR THE NEXT FOUR YEARS

Based on a review of your APRs for the past four years, the new and emerging trends in your area, and the results of the student services student learning outcomes assessment, what changes do you foresee for the future? What facility and staffing needs to you anticipate will be needed? What changes do you plan to make to your program to improve student-learning outcomes?

Our vision for the next four years is to increase student participation in the DSPS program, reduce stigma around disability, and continue to build solid partnerships with staff and faculty, with a heavy focus on faculty and athletics. These goals go hand-in-hand, as they are all dependent upon the each other. DSPS staff need to be a larger presence on campus, approachable and readily available to help both students and employees. If we are successful everyone on campus will know who we are, where we are located, and what we do.

ANY ADDITIONAL INFORMATION TO SHARE WITH CAMPUS

DSPS and WorkAbility III Allocations/Budgets 2016-2021

Fiscal Year	DSPS Allocation	Access to Print	Total DSPS Budget
2016-2017	\$166,678	\$10,151	\$176,829
2017-2018	\$168,382	\$10,151	\$178,533
2018-2019	\$158,344	\$10,121	\$168,465
2019-2020	\$159,963	\$10,154	\$170,117
2020-2021	\$156,251	\$10,000	\$166,251

- Covers 77% Director salary, 100% Assistive Tech Specialist salary, and 33% Program Staff Specialist II salary, as well as cash match for WAB in the amount of \$23,373.
- Minimum guarantee is \$150,000, with 90% guarantee of prior year allocation.
- Allocation formula is based upon student count, and college effort (FRC's contribution to DSPS)

Fiscal Year	Total WAB Budget
2016-2017	\$57,138
2017-2018	\$57,138
2018-2019	\$57,138
2019-2020	\$57,138
2020-2021	\$57,138

Covers 23% Director salary and 67% Program Staff Specialist II salary.

*Fiscal years 2008-2015 budget was \$72,930.

WorkAbility III Program History

WorkAbility III (WAB III) started as an interagency project between the Department of Rehabilitation (DOR) and the California Community Colleges Chancellor's Office in 1985 as a pilot program. The goal was, and remains, to increase employment opportunities for persons with disabilities. Due to the success of the pilot program, 17 community colleges were added in 1986 and 10 more community colleges were added the following year. Feather River College was one of the original colleges to add the program. Only four of the original campuses maintain a WAB III program today. Currently, there are only 14 community colleges with a WAB III program.

Over the years, the program became institutionalized within DOR. Within that shift, the fiscal agreement between DOR and the Chancellor's Office resulted in intermittent support and advocacy from the Chancellor's Office. Currently, individual community colleges enter into cooperative contractual agreements directly with DOR to establish and maintain WAB III programs on campus. Another shift through the years has been in supporting complementary services. Employment is the overriding goal, but the benefit of supporting the transition from high school to community college and community college to a four-year institution has been recognized.

Feather River College and the Department of Rehabilitation have worked together for the past 36 years to increase employment opportunities for adults with disabilities. The program provides comprehensive pre-employment assessment and training for students with disabilities enrolled at FRC and who meet Department of Rehabilitation criteria. The program offers assistance for individuals who are making the transition from school to work, or from one line of work to another. Some of the specific offerings at FRC include:

- Disability and/or General Counseling
- Support Services and Referrals
- Financial Assistance for Books, Supplies, Mileage, and Tuition/Fees not covered by Financial Aid
- Liaison Services with the Department of Rehabilitation
- Assistance in Resume and Cover Letter Preparation
- Assistance in Completion of Job Applications
- Instruction in and Practice for Job Interviews
- Job Search, Job Development, and Job Placement Activities
- Typing, Copying, and Telephone Access
- On-the-Job reimbursements - Employee Salaries may be offset by On-the-Job Training Opportunities.

During our peak year 2008-2009, we served 105 clients. There were a total of 22 new applications, 22 new plans, 95 received employment preparation services, 15 successful closures (consistent employment within Individual Employment Plan, for 90 days), 36 received tuition and/or fee vouchers, and 47 received book vouchers.

The onset of COVID produced many challenges for persons with disabilities. Enrollment in college as well as enrollment with the Department of Rehabilitation decreased significantly. As of July 2021, we had 12 clients with six of them being currently active.

Another challenge, which has always existed in our area, is job placement in Plumas County. Plumas County has never had a robust job market. Many of our WAB III clients move out of the area for employment opportunities. Some also move to continue their education before searching for employment. Those who remain in the area, employment placement in a job in line with their individual employment plan is often not successful.

Even with the challenges, FRC's WAB III program has been one of the most successful WAB III programs. The nursing cohort from several years ago produced nine successful closures. Many others who have utilized the services of the program have gone on to successful careers and productive members of society.

DSPS Staff/Faculty Survey 2021

1. What best describes your main role?

Instructional Faculty	41.38%	N=12
Non-Instructional Faculty	13.79%	N=4
Classified	37.93%	N=11
Other	6.9%	N=2
Total Responses		N=29

2. Employment Status:

Full Time	68.97%	N=20
Part Time	31.03%	N=9
Total Responses		N=29

3. Directly in response to Covid-19, have you made any referrals to DSPS?

Yes	44.83%	N=13
No	55.17%	N=16
Total Responses		N=29

4. If you've answered yes, approximately how many times in the past year during Covid-19 have you referred a student to DSPS?

0	41.67%	N=10
1-3	37.5%	N=9
4-6	20.83%	N=5
7 or more	0	0
Total Responses		N=24

5. Are you aware of any students that were forced to drop out or withdraw because of the intersection of their disability and the online modality of instruction due to Covid-19?

Yes	17.24%	N=5
No	41.38%	N=12
Unsure	41.38%	N=12
Total Responses		N=29

6. As a result of Covid-19, have you consulted with DSPS more frequently for technical assistance than you have previously?

Yes	13.79%	N=4
No	86.21%	N=25
Total Responses		N=29

7. As a result of remote instruction, approximately how many students with disabilities have you identified experiencing greater difficulty in your courses?

0	48.15%	N=13
1-3	29.63%	N=8
4-6	11.11%	N=3
7 or more	11.11%	N=3
Total Responses		N=27

8. I am familiar with the following types of disability accommodations and services provided by DSPS:

High Tech Computer Lab	75.86%	N=22
Alternate Media	65.52%	N=19
Interpreting Services	62.07%	N=18
Testing Accommodations	100%	N=29
Note Taking	75.86%	N=22
Learning Disability Testing*	75.86%	N=22
Other	3.45%	N=1
Total Respondents		N=29

*LD Testing is not available at FRC

9. When I have contacted DSPS regarding questions/concerns for a student, I have received a response in a timely manner.

Strongly Agree	92.59%	N=25
Somewhat Agree	3.7%	N=1
Somewhat Disagree	0	N=0
Strongly Disagree	3.7%	N=1
Total Responses		N=27

10. With remote instruction, I have the skills, training, and resources to educate/assist students with disabilities.

Strongly Agree	30.77%	N=8
Somewhat Agree	46.15%	N=12
Somewhat Disagree	19.23%	N=5
Strongly Disagree	3.85%	N=1
Total Responses		N=26

11. Are you utilizing universal design and/or accessibility tools in Canvas such as Immersive Reader and Blackboard Ally?

Yes	6.9%	N=2
No	41.38%	N=12
N/A	51.72%	N=15
Total Responses		N=29

12. Do you have a disability statement on your syllabus that informs students to register with DSPS if they have a disability?

Yes	31.06%	N=9
No	13.79%	N=4
N/A	55.17%	N=16
Total Responses		N=29

DSPS Student Survey 2021

1. During this period of remote learning, my instructors have been supportive and helpful in ensuring my accommodations were facilitated.

Strongly Agree	41.67%	N=5
Somewhat Agree	41.67%	N=5
Somewhat Disagree	16.67%	N=2
Strongly Disagree	0	N=0
Total Responses		N=12

2. During remote learning, I feel comfortable approaching my instructor with my accommodation needs in recorded and real-time lectures.

Strongly Agree	50%	N=6
Somewhat Agree	33.33%	N=4
Somewhat Disagree	16.67%	N=2
Strongly Disagree	0	N=0
Total Responses		N=12

3. Are you able to access information in your courses online?

Always	33.33%	N=4
Usually	66.67%	N=8
Sometimes	0%	N=0
Rarely	0%	N=0
Total Responses		N=12

4. I understand my rights and responsibilities as a student with a disability.

Strongly Agree	41.67%	N=5
Somewhat Agree	50%	N=6
Somewhat Disagree	8.33%	N=1
Strongly Disagree	0%	N=0
Total Responses		N=12

5. My academic accommodations and services helped me reach my educational goals.

Strongly Agree	58.33%	N=7
Somewhat Agree	33.33%	N=4
Somewhat Disagree	8.33%	N=1
Strongly Disagree	0%	N=0
Total Responses		N=12

6. DSPS has been available and accessible online making it easy to request assistance while campus is closed.

Strongly Agree	58.33%	N=7
Somewhat Agree	16.67%	N=2
Somewhat Disagree	16.67%	N=2
Strongly Disagree	8.33%	N=1
Total Responses		N=12

7. Have you ever needed to file a disability related complaint?

Yes	0%	N=0
No	100%	N=12
Total Responses		N=12

8. Due to remote instruction and learning, I have needed:

More accommodations and access support	50%	N=6
The same accommodations and access support	50%	N=6
Fewer Accommodations and access support	0%	N=0
Total Responses		N=12

9. Do you have concerns regarding the long-term effects of Covid-19 and the need for new or additional accommodations (i.e. breathing complications, stamina, chronic mental health conditions, etc.)?

Yes	16.67%	N=2
No	58.33%	N=7
Unsure	25%	N=3
Total Responses		N=12