BERKELEY CITY COLLEGE
STUDENT SERVICES ANNUAL PROGRAM UPDATE
DSPS 2014-2015 Program Review

Executive Summary

Programs and Services for Students with Disabilities (hereafter referred to as DSPS) provides support services and academic accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. Every term, a student educational contract (SEC) is developed for each student which links the student´s goals, academic program, and academic accommodations to his/her specific disability-related educational limitation(s).

Students must be eligible for DSPS so the specific disability must be verified. There must be an educational limitation caused by the verified disability, a limitation that precludes the student from fully participating in education without additional supports.

Among the services students registered with DSPS may have available to them through DSPS that are over and above those regularly offered by the college are test-taking facilitation, assessment for learning disabilities (LD), specialized counseling, interpreter services for hearing-impaired or Deaf students, mobility assistance, note taker services, captioning, access to adaptive technology, and registration assistance.

Success Stories

In the academic year 2013 – 14, served over 450 students, a 9% increase from the previous academic year.

The process for requesting and coordinating proctored exams was streamlined, making it easier for DSPS students, instructors, and DSPS staff to provide such testing.

The Smartpen Technology program was introduced in fall 2013 and has been a resounding success. Students using these pens have able to better access their lectures by using this technology to take notes and record the lectures at the same time. In December 2014, the LD Specialist has successfully garnered a grant to expand the program in the spring.

DSPS increased its outreach to the campus and the community at-large via participation in shared governance committees, workshops, in-class presentations, outreach to community providers, and participating in campus tours.

In collaboration with the Assessment Center Coordinator, there has been greater access to accommodated Math and English assessments, including days specifically scheduled for accommodated assessments.

The current assessment tool is not accessible to students with Visual Impairments, a long-standing issue with the entire California Community College system. Given this, DSPS faculty, BCC faculty, and the Assessment Center Coordinator have identified multiple measures to assist all DSPS students in identifying starting points for English and Math.

Program Needs (personnel, facilities, technology, funding, equipment, etc)

Personnel,

DSPS would benefit from the hiring of a full-time staff assistant, a full-time counselor, and two full-time instructional assistants (for alt media / assistive technology and the LD Program). The most pressing need continues to be for a full-time staff assistant to support major functions of the program's administration. This position, vacated due to retirement, has yet to be restored. This position would be vital to addressing ongoing office coverage and other issues related to understaffing.

Facilities

The number of students registering for DSPS is growing, putting increased demand on several DSPS services, specifically accommodated testing, alt media services, and using assistive technologies. DSPS is the primary facilitator of accommodated testing, but the space available to do so is decreasing, so when testing peaks during midterms and finals, pushing DSPS' current facilities to the limits.

Given the constant demands of the Alt Media Office, the staff and equipment needed to provide alt media in a timely manner is overtaking the current physical space available in room 244. At times the alt media staff must use the alt media workspace in shifts or use other DSPS spaces to complete work assignments. (When in full use and with full staff, the amount of heat generated by alt media technologies can make working in the space uncomfortable.)

DSPS does not have a dedicated assistive technology (AT) lab to house state-of-the-art equipment and software for our students, access to these technologies which would help to improve the success and retention of students with disabilities

Technology

Due to the number of technologies DSPS is requesting, a list of these technologies is attached. Each of these technologies is relevant to effectively serving students with disabilities by providing the same level of access to technology as students without disabilities.

Funding

The program is still recovering the severe state budget cuts during the 2009 – 10 fiscal year. The college and the District have continued to allocate funding for the program every year. The awareness of DSPS' ongoing budget challenges, various funding sources have been made available to support the staff and functions of the program. Given that students with disabilities have been identified as an equity group, it is anticipated that more funding will be identified to support the access, success, and completion rates for DSPS students.

Peralta Community College District

I. OVERVIEW

		Date Submitted:	12/1/14
College	Berkeley City College	**Administrator:**	Brenda Johnson
Unit/Area	PSSD/DSPS		
Completed By:	PSSD Coordinator		
Mission/History and Description of Service Provided *Brief, one paragraph.*	The mission of Programs and Services for Students with Disabilities (PSSD/DSPS) is to provide services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. DSPS seeks to work with the entire campus community in order to provide reasonable accommodations for students with disabilities, and to be in compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504. Services and resources for students with disabilities may include but are not limited to assistive technology; alternate media; sign language interpreting and real-time captioning; test accommodations; note-taker assistance; learning disabilities assessment and services; individual academic, vocational, and disability related counseling; priority registration; and referral to other campus and community resources.		
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs Program Learning Outcomes-PLOs)*	PSSD has developed two SLOs based on the mission of the program and the SLOs from Student Services: 1. Self-advocacy: Advocate for themselves with counselors, instructors and others in order to receive needed accommodations 2. Providing Access: provide access to campus program, services, and facilities for students with disabilities		
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	[text] SLO #1 is mapped to BCC ILO #1 (*Communication*) and #7 (*Self-Awareness and Interpersonal Skills*). SLO #2 is mapped to BCC ILO #5 (*Global Awareness and Valuing Diversity*).		

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments							
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. *Include data used to assess your SLO/SAO/PLOs.*	Number of students						
	Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015*
	Total	401	409	415	408	450	224

**Fall 2014 numbers only as of December 1, 2014

In December 2014, an online survey was sent electronically to BCC DSPS students regarding the program's services and supports as related to the DSPS SLOs: Self-advocacy and Access. Once the survey data is gathered and analyzed, the results will be shared with the campus community.

Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	In May of 2014, DSPS had its annual Advisory Committee meeting. Some of the feedback from the members included DSPS doing more outreach to those community groups or agencies which support people with disabilities, and finding ways to improve the program's technology to support DSPS students. DSPS staff members have increased the number of outreach opportunities, from participation in shared governance committees, meeting with community agencies, faculty workshops, in-class presentations and participation in campus tours for prospective students.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	DSPS' main strengths are the activities we provide in supporting students with disabilities, including academic counseling, advocacy, prescribed academic supports, and other services which lead to the success and retention of DSPS' students. DSPS students have access to LD testing without having to take a class. Another strength of the program is the staff of the DSPS program, who work very well with the diverse needs of DSPS students
Weaknesses *What are the current WEAKNESSES of your unit/area?*	The lack of physical space for test accommodations, alt media operations, and for student use of assistive technologies is a big challenge for the program. Another weakness is the lack of resources needed for personnel, equipment, and for updating assistive technologies. These weaknesses may eventually affect the, retention, persistence, and the success of DSPS students.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	There is opportunity for DSPS to develop special classes (and generate FTEs), but without the funds, space, or staff to do so, these opportunities may not come to fruition.
Limitations *What are the current LIMITATIONS of your unit/area?*	Due to the lack of the aforementioned resources, DSPS is limited in what it can offer students by way of programs, special classes, or technologies. These limitations will negatively impact the DSPS students are served, which will result in limiting access to this student equity group.

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

Fortunately for DSPS, there is continued support from BCC administration to provide the program with the resources necessary to keep the program and the college in compliance. According to the final 2013 – 2014 budget for DSPS, the district contributed funds to support over a third of the program's expenses. This contribution allowed DSPS to continue to register and serve students with disabilities through the entire academic year.

BCC administrators are working collaboratively with DSPS staff to identify ways to support the program's need for a dedicated AT lab, a dedicated space for testing accommodations, and better staffing for the front office. DSPS has been able to buy specific technologies and equipment used by students with disabilities, and the program has been encouraged by the support of BCC administration to identify ongoing needs.

DSPS staff is continuously assessing DSPS' various programs and services to identify strategies to increase program effectiveness and improve service provision. Among the programs and services identified: assistive technology access, note-taker services, and accommodated testing. Results from a student survey disseminated to DSPS students in December 2014 will garner more feedback from program participants, which will serve to inform the program's practices.
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Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-http://scorecard.cccco.edu/scorecard.aspx)

Meet District FTES Target for AY2014-2015 of 19,355	At the time of this writing, DSPS does not offer classes. However, it is the hope that increased outreach to community constituents will increase the number of students accessing BCC courses and DSPS supports.
Increase Student Success	By assessing and improving DSPS offerings, especially in the areas of assistive technology and LD assessment, the hope is to increase the success rates of DSPS students. Students with disabilities lag behind the overall campus student average based on their transfer level course completion rate. The six- year completion rates for students with disabilities averaged just under 50 percent, whereas all transferrable course students averaged a percent course completion. Access to a full range of DSPS services and supports will likely increase completion rates for this equity group.
Increase Persistence *Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or moment ..., research shows that students with sustained enrollment are more likely to succeed.*	Unfortunately, BCC is unable to provide data on persistence rates for students with disabilities. To address this gap in data, efforts to track, collect, and systematically analyze how or if disability status affects the persistence rates of students with disabilities.
Increase College Completion *Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.*	Unfortunately, BCC is unable to provide data on degree and certificate completion rates for students with disabilities. To address this gap in data, efforts to track, collect, and systematically analyze whether disability status hinders degree and certificate completion at the college will be addressed in the college's Equity Plan and Education Master Plan.

III.   RESOURCE NEEDS

Human Resource/Personnel
Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:		Headcount	FTE Equiv.
	Faculty (Permanent)	2	2
	Faculty (PT/Adjunct)	1	.66
	Classified Staff (Permanent)	2	2
	Classified Staff (Hourly)	2	2
	Students	[#]	[#]
	ICC/Consultant/Other	[#]	[#]

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current FTE position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery.*	DSPS has made improvements in staffing with the hiring of a full-time program coordinator / counselor and a full-time Specialist. DSPS would benefit from the hiring a full-time staff assistant, full-time counselor, and three full-time instructional assistants (2 for alt media/assistive technology, 1 for the LD program). The most pressing need would be a full-time staff assistant to support major functions of the program's administration. This position was vacated via staff retirement but has yet to be restored. This position would be vital to addressing ongoing office coverage and other staffing needs.
Human Resource/Personnel Requests *List your human resource/personnel requests in FTE, prioritized ranked order.* *Human resource/personnel requests will go through the established College and District planning and budgeting process.*	1. Full-time Staff Assistant to support DSPS testing accommodations and other DSPS administrative duties as assigned. 2. Full-time DSPS Counselor to provide DSPS with the necessary staffing to provide legally mandated and timely services to students with disabilities. 3. Full-time Instructional Assistant in Alt Media / Assistive Technology to assist in expansion of DSPS technical offerings and student supports. 4. Full-time Instructional Assistant: Learning Disabilities to help support expansion of the LD program.

Facilities/Infrastructure
Please describe any facilities/infrastructure needs for your unit/area.

Narrative: *Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*	In 2013 – 14, DSPS experienced an increase of nearly 10% of students receiving services. This increase will further exacerbate DSPS challenges in the areas of accommodated testing, alt media services, and access to assistive technologies. DSPS is the primary facilitator of accommodated testing, but the space available to do so is decreasing. Student testing requests peak during semester midterms and finals, and pushes DSPS' current facilities to the limit. Given the constant demands of the Alt Media Office, the staff and equipment needed to effectively provide alt media is challenged given the physical space available in its current location. Oftentimes alt media staff must use the alt media workspace in shifts, using other DSPS spaces to complete assignments. Also, when in use, the heat generated by hardware makes the work conditions uncomfortable for staff. DSPS does not have a dedicated assistive technology (AT) lab to house state-of-the-art equipment and software, although access to these technologies would help improve the success, retention, and completion rates of DSPS students.
Facilities/Infrastructure Requests *List your facilities requests in prioritized/ranked order.* *Facilities requests will go through the established College and District planning and budgeting process.*	1. DSPS is requesting dedicated space for accommodated testing. 2. DSPS is requesting a larger space for the Alt Media Office. 3. DSPS is requesting a dedicated assistive technology (AT) lab.

Technology
Please describe any technology needs for your unit/area.

Narrative: *Describe the technology of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technology in your unit/area to overall service delivery.*	There are several technologies (hardware and software) that DSPS students and staff will benefit from having. Having these technologies will result in the improved access of students with disabilities to their coursework, particularly those students who use technology to access their textbooks and relevant course materials. DSPS staff is experiencing an increase in the number of technology savvy students who have experience using DSPS relevant software. While some of these technologies may be available in labs outside of DSPS, often there is no place within DSPS for these students to use these technologies.
Technology Requests *List your technology requests in prioritized/ranked order.* *Technology requests will go through the established College and District planning and budgeting process.*	DSPS is requesting several technologies, each relevant to effectively serving students with disabilities by providing the same level of access to technology as their non-disabled peers. Please see the list that follows.

<u>DSPS Technology Requests</u>

Software:

1. JAWS SMA for V17-18 (10-user site license) [We are currently licensed for V16.]
2. ZoomText Magnifier/Reader ENHANCED SUPPORT Plan from V10.0 (10-user site license)
3. MAGic SMA for V14-15 (10-user site license)
4. Kurzweil 1000 upgrade to V13 (10-user site license)
5. Dragon NaturallySpeaking version 12 Product Suite (5-user site license)
6. OmniPage version 19 (1 site license)
7. ABBYY Fine Reader V11 (1 site license)
8. Adobe Acrobat Pro version 11 (3-user license)
9. Adobe Illustrator CS6 (1 site license)
10. Duxbury version 11.2 Upgrade & additional user lice
11. MathType version 6.9 (single-user license)

Hardware / Equipment:

1. CCTV (5 units)
2. Refreshable braille displays (2 u   and 80 chara)

IV.   OTHER
Please feel free to provide a   l information   bout yo   below.