Peralta Community College District

Berkeley City College
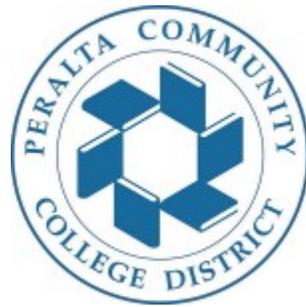
Program and Services for Students with Disabilities Program Review

Fall 2015

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PSSD Program Review Report

1. **College:** **BERKELEY CITY COLLEGE**

   Program: Programs and Services for Students with Disabilities (PSSD)

   **Date: October 30, 2015**

   Members of the Program Review Team: Maricela Becerra, Windy Franklin, Roberto Gonzalez, Dolores Harshaw, Catherine Massey, Joyce Russell

   Members of the Validation Team:

2. **Narrative Description:**

Programs and Services for Students with Disabilities (PSSD/DSPS) 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 collaborate with the entire campus community in order to provide reasonable accommodations for students with disabilities, as prescribed by the Americans with Disabilities Act, the Rehabilitation Act of 1973, Section 504, California Education Code, and Peralta Board Policy. Services and resources for students with disabilities may include, but are not limited to academic & test accommodations; assistive technology; alternate media; sign language interpreting & real-time captioning; note-taking assistance; learning disabilities assessments & services; individual academic, vocational, & disability related counseling; registration assistance; and referral to other campus and community resources.

3. **Organizational Chart:**

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│   Vice-President, Student Services    │
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┌─────────────────────────────────────┐
│   Dean, Student Support Services      │
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│      Programs and Services for        │
│     Students with Disabilities        │
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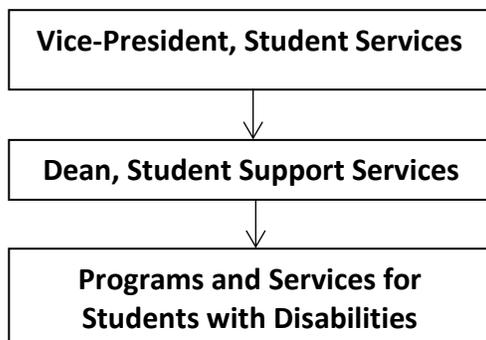
Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

The mission of PSSD is to support the access of students with disabilities to BCC's curriculum, programs, and facilities. To this end, PSSD staff members work collaboratively with all the areas of student services. By participating in outreach events by the Counseling Department, Financial Aid, and Student Life, new students are made aware of the supports offered by PSSD. Collaboration with the Assessment Center coordinator has resulted in increased access to BCC accommodated assessment by students with disabilities, as well as space for proctored testing during the peak testing periods of midterms and finals. The Office of Admissions and Records (A&R) works with PSSD to ensure students with disabilities are assisted with all aspects of registration, particularly during priority registration. The A&R evaluator works directly with PSSD counselors during certificate and degree petitioning to ensure graduation requirements are met, particularly course substitutions and waivers.

Collaborations between the Office of Instruction and PSSD have led to increased access to classroom materials and the awareness of BCC faculty to the special needs of students with disabilities. PSSD faculty is often invited to do classroom presentations regarding the program and faculty regularly consults with PSSD to ensure eligible students are identified and reasonably accommodated. The Business Office has worked diligently to support PSSD in ensuring budget activities are fiscally viable and that college facilities remain accessible to students with disabilities.

Staff members participate on several shared governance committees: PSSD faculty

- Student Services Council
- Equity Planning Committee
- Health & Safety Committee
- Education Committee
- District Facilities Committee
- BCC Facilities Committee
- Planning for Institutional Effectiveness (PIE) Committee
- Dreamers Taskforce
- The Learning Resources Center (LRC) Advisory Committee
- DSPS Advisory Committee
- Academic Senate
- Technology Committee
- Round Table
- PIE Committee
- Classified Senate

Participation on these various committees present opportunities for PSSD members to share strategies and ideas regarding the needs of students with disabilities, often resulting in effective collaborations that can increase the academic access, success, and retention of this important equity group.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

Federal disability nondiscrimination laws, specifically Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, state law, and PCCD board policy require its colleges to provide disability related auxiliary aids and services, and other reasonable accommodations to meet the needs of students with disabilities. Many of the programs and services of PSSD have been shaped by the California Community College Chancellor's Office (CCCCO) Title 5 Regulations which serve as implementing guidelines. Implementation of these guidelines satisfy the mandates of the U.S Department of Education, the Office of Civil Rights, and other enforcement agencies which routinely hold colleges accountable for the equitable access of college students with disabilities.

The PSSD Advisory Committee serves to provide the PSSD staff with feedback and suggestions to help improve the program. The membership of this committee includes BCC faculty, staff, and students, as well as representatives from local and state agencies, and members from local secondary and post-secondary institutions. This diverse membership serves to inform the offering and practices of the program.

Review of program demographics and student survey data helps BCC and PSSD identify strategies which ensure that PSSD students have equitable access to campus courses, activities, and facilities.

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4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name: **Programs and Services for Students with Disabilities**	Year 1	Year 2	Year 3	% Change (Yrs 1 to 3)
Total Students Served (Headcount)	408	450	463	11.8%
Gender: Male	155	169	197	21.3%
Gender: Female	213	234	236	9.7%
Gender: Unreported	40	47	30	-25%
Age: ≤ 18	5	11	10	50%
Age: 18 - 19 years	63	74	69	8.6%
Age: 20 - 24	123	113	148	16.8%
Age: 25 - 29	41	61	57	28%
Age: 30 - 34	41	47	44	6.8%
Age: 35 - 39	23	29	22	-4.3%
Age: 40 - 49	60	51	52	-15.3%
Age: ≥50	52	64	61	14.7%

Ethnicity: African-American/Black	104	124	111	6.3%
Ethnicity: Asian/Pacific Islander/Pilipino	27	34	42	35.7%
Ethnicity: Hispanic/Latina/Latino	70	73	83	15.6%
Ethnicity: Native American	2	2	3	33.3%
Ethnicity: Other Non-White	24	36	31	22.5%
Ethnicity: White	135	147	151	10.5%
Ethnicity: Unreported	46	34	41	-12.2%

- **Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.**

  Participation of both male and females has increased, with a 21% increase in males. There's been an increase in students aged 18 – 34, but a sharp increase in students younger than 18. There's been an increase in all reported ethnicities.

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5. Assessment:

Please answer the following questions:

Questions:

- **How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.**

  Information about the PSSD program outcomes can be found within Berkeley City College's Student Services Assessment Status document. The link to this document is listed below.

  http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Assessment-Status-of-All-Student-Services-Areas1.pdf

  The program level outcomes are also shared with the members of the PSSD Community Advisory Committee at the regularly scheduled committee meeting. By sharing the outcomes with the various members of the committee (made up of BCC students, college employees, local education agencies, and community and state agencies), the outcomes can be shared with all the constituents PSSD works for and with.

- **Briefly describe at least two of the most significant changes/improvements your department, program or administrative unit made in the <u>past three years</u> as a response <u>to analysis and discussion of program level outcomes and/or service area assessment</u> results.**

  Improvement 1.

  In 2015, the program had a significant technology update and over $40k was spent to update, replace, or purchase technologies to support students with disabilities and other program related services. Given the program's growth in participants of almost 12% in the last three years, along with the increasing use of technology in the academic setting, these technologies will provide PSSD students with equitable access to BCC programs and courses. This improvement is tied into PSSD's SLO# 2: Providing Access, which is tied to BCC's ILO #1 and PCCD's Institutional Goal #1: Student Equity, Access and Success.

  Improvement 2.

  Proctored exams are the most common accommodation for PSSD students and BCC faculty have come to rely on PSSD to ensure accommodated exams are provided in a manner that is effective and trustworthy. Streamlining the proctored exam process for both faculty and students, to include collaborating with the Office of Alternate Media to provide exams in altered formats, allows students with disabilities to access a testing environment equitable to that of their peers without disabilities. This improvement is linked to PSSD SLO #2 – Providing Access, which is linked to BCC's ILO #1 – Equitable Academic Access; BCC's ILO #4 – Institutional Accountability through Collaboration and Innovation. These ILOs are linked to PCCD's Institutional Goals #1 and #3: Advancing Student Access, and Strengthen Innovation and Collaboration.

- **Briefly describe two of the *most significant examples* of <u>plans for program level and/or service area improvement</u> for the next three years as result of what you learned during the assessment process.**

  Plan 1.

  Increase program staffing to ensure PSSD is able to continue to provide effective supports and services for an increasing number of program participants and to assist the campus in meeting the goals of the 2015 -2018 Equity Plan..

  Plan 2.

  Identify dedicated space for proctored testing and assistive technology offerings to improve the program's effectiveness and to increase the access, retention, and success of BCC students with disabilities.

- **Describe your department, program or administrative unit's participation in assessment of <u>institutional level</u> outcomes (ILOs).**

  In the recent accreditation, several PSSD members participated and co-chaired accreditation committees. In these roles, PSSD members were able to share their opinions and shared vision about

the college's mission and ILOs as the various outcomes (program and institutional) were defined. Because PSSD SLOs must be aligned with BCC and PCCD outcomes, assessment of the ILOs happens when PSSD creates its surveys and analyzes resultant data. The PSSD Coordinator routinely works with BCC's Curriculum & Student Learning Outcome Assessment Specialist to identify, refine, and align program outcomes, as well as design evaluation tools to assess the outcomes.

- **How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission?**

    PSSD has developed two SLOs based on the mission of the program and the SLOs from Student Services:

    2. Self-advocacy: Students will advocate for themselves with counselors, instructors and others in order to receive needed accommodations
    3. Providing Access: PSSD will provide access to campus program, services, and facilities for students with disabilities

    PSSD has mapped its SLOs to BCC's ILO #1 – Equitable Academic Access & Success.

- **What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?**

    The PSSD members meet every two weeks to discuss a variety issues that affect our program and how we serve participating students. During these meetings, the program administrator or the program coordinator will share with the PSSD team issues related to student learning outcomes, including creating measurable outcomes, designing evaluations instruments, and addressing survey results.

    In Spring 2015, a student survey was distributed to BCC DSPS students regarding the program's services and supports as related to the DSPS SLOs: Self-advocacy and Access. Almost 9% of PSSD students responded to the survey, and given this number the program coordinator met with BCC's Curriculum and Student Learning Outcome Assessment Specialist to review the results. The results were then shared with the PSSD team who discussed ways to use the data to improve program services and offerings.

- **Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?**

    Listed below are the PSSD survey items and the total percentage of students who agreed with the survey items.

The services I receive from Programs & Services for Students with Disabilities (PSSD) AT Berkeley City College helped me:

1. **Know my educational strengths – 83% of students agreed.**
2. **Apply my educational strengths to achieve academic success – 91% of students agreed.**
3. **Understand my abilities and my disability-related limitations – 88% of students agreed.**
4. **Identify the accommodations I need to mitigate or overcome my limitations – 93% of students agreed.**
5. **Put into place and utilize disability-related accommodations in my class – 98% of students agreed.**
6. **Learn how to advocate for myself with counselors, instructors and others to receive needed accommodations – 93% of students agreed.**
7. **Identify the campus programs and services available – 85% of students agreed**

Due to the relatively high response of agreement (over 80% for each item), the results indicate there is a high level of satisfaction with the services received by students. Given this, the PSSD team will be hard pressed to find program areas for improvement. In collaboration with the Curriculum & Student Learning Outcome Assessment Specialist, the team will identify new program goals and the appropriate ways to assess these improvements. To this end, the PSSD team will be creating another survey to disseminate in Spring 2016 with items designed to identify new program SLOs and other areas of program improvement.

- **How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?**

Survey responses indicate there is a high level of satisfaction with the services received by students and therefore the effectiveness of the services they receive. Another indicator of the program's effectiveness, the numbers of students participating in PSSD has grown steadily every year. Since the 2012-2013 academic year, the percentage of students participating in PSSD has increased by 11.8% (unduplicated count).

According to the BCC Student Equity Plan, students with disabilities who attend BCC have been quite successful, as they have disproportionately outperformed the general BCC student population in transfer-level course completion and pre-transfer foundational course completion rates in most areas. PSSD offers the supports helpful for students with disabilities to effectively access their education, yet another indicator of the effectiveness of the program for those students who use them.

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6. Student Success:

For Specialized Support Services Programs:

- **Describe course completion rates** *(% of students that earned a grade "C" or better or "Credit")* **in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?**
Not applicable.

College course completion standard _____

Program's course completion rates:

Course 1._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Course 2. ._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Course 3. ._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Etc.

- Briefly describe the program's overall retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the program's retention rate compare to the college retention standard? **Not applicable.**

College retention standard _____

Program retention rates:

Year 1._____

Year 2. ._____

Year 3. ._____

- **What has the program done to improve course completion and program retention rates? What is planned for the next three years?** Not applicable**.**

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

At this time, PSSD has not kept accurate data regarding SSSP services and PSSD students. Below is information about all services provided under SSSP to all BCC students.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation			**Unavailable**
Number of students that completed assessment			**Unavailable**
Number of completed Student Educational Plans (SEPs)			**2186**
Number of Abbreviated versus Comprehensive SEPs			**1561**
Total number of follow-up services			**971**
Number of Early Alert referrals			**Unavailable**

- **What has the department/program done to improve SSSP services? What is planned for the next three years?**

  PSSD faculty and staff regularly attend Counseling Division, Student Services Council, and biweekly staff meetings to review SSSP objectives. PSSD members use SARS to accurately track student appointments and SSSP activities. PSSD is currently working to ensure that SSSP activities are accurately recorded for data purposes.

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7. **Human, Technological, and Physical Resources (including equipment and facilities):**

   - **Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.**

     Full-time faculty headcount _____2_____

     Part-time faculty headcount _____1_____

     Total FTEF faculty for the discipline, department, or program _____2_____

     Full-time/part-time faculty ratio _____2:1_____

     Classified staff headcount, if applicable _____2_____

     Administrative staff: 1

     Other: 1 PT Instructional Assistant

1 PT Program Assistant

- **What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.**

  PSSD student participation data, BCC student with disabilities success data, and the PSSD survey results are all indicators that PSSD is an effective program. Goals outlined in the 2015-2018 BCC Student Equity Plan call for the campus to doubling the enrollment number of BCC students with disabilities to match the regional area population (from 4% to 8%). The plan also calls for increasing the number of participants to PSSD via on-campus and off-campus outreach. This increase in students without an increase in staffing will compromise the effectiveness and quality of the program, thereby negating PSSD's, BCC's, and PCCD's outcomes of providing equitable access.

  PSSD's most pressing staffing 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 and is vital to addressing ongoing office coverage and other issues related to understaffing. Given the institutional goals of increasing the numbers of PSSD students, the program will greatly benefit from the hiring of this position.

  In order to support the anticipated and planned increase of PSSD participants, the program will pursue the hiring of the following staff:

  1. Full-time DSPS Counselor to provide DSPS with the necessary staffing to provide legally mandated and timely services to students with disabilities.

  2. Full-time Instructional Assistant in Alt Media / Assistive Technology to assist in expansion of DSPS technical offerings and student supports.

  3. Full-time Instructional Assistant: Learning Disabilities to help support expansion of the LD program.

- **Describe your current utilization of facilities and equipment.**

  PSSD is housed with the BCC Counseling Department and includes three offices, 1 LD Assessment room, 1 office for Alternate Media Services, 1 office for program support staff, and 1 lab used primarily for proctored testing. Since 2012 – 13, PSSD has experienced an increase in student participation of nearly 12%. This increase will further exacerbate DSPS challenges in the areas of providing accommodated testing, alt media services, and student access to assistive technologies. 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. PSSD does not have dedicated space for accommodated testing or for an assistive technology (AT) lab to house state-of-the-art equipment and software. Access to these spaces would help to improve the success, retention, and completion rates of PSSD students.

- **What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.**

  Due to available funding, PSSD recently updated our software and hardware technology, therefore there is no urgent need to update, upgrade, or replace any of those items in the near future. Nevertheless, as these technologies will need to eventually be updated or serviced, PSSD will be creating a plan that includes a 2 to 5 year cycle that supports sustainability of technology, depending on license expirations, technology obsolescence, service & repair, available funding, and unforeseen needs. For example, PSSD's Kurzweil 3000 subscription will expire in January of 2017, whereas JAWS and MAGic technology will remain current through most of 2017.

  However, PSSD is still 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. The items are as follows:

  - 1X Guillotine book chopper
  - 1X Laptop computer
  - 1X 3-D printer
  - 5X IOS tablets
  - 3X Android tablets
  - 10X additional Smartpens
  - 1X iMac
  - 1X Laptop computer
  - Single-sheet Feed Braille Embosser

  In the spirit of access and in light of PSSD's lack of an AT lab, some technologies are available in other BCC student service or instructional areas.

- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.**

  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. 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. 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 to improve the success, retention, and completion rates of DSPS students.

Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- **Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.**

  FT Faculty participate in the following:

  - Student Services Council
  - Equity Planning Committee
  - Health & Safety Committee
  - Education Committee
  - District Facilities Committee
  - BCC Facilities Committee
  - Technology Committee
  - Planning for Institutional Effectiveness (PIE) Committee
  - Dreamers Taskforce
  - The Learning Resources Center (LRC) Advisory Committee
  - DSPS Advisory Committee
  - Academic Senate
  - Various BCC trainings and workshops

  FT Classified Staff participate in the following:

  - Student Services Council
  - Technology Committee
  - Round Table
  - PIE Committee
  - Classified Senate
  - Various BCC trainings and workshops

- **Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.**

  PSSD team members participate in committees on and off-campus. In May of 2015, DSPS had its annual Advisory Committee meeting, a meeting which every team member of DSPS helped to organize, from the agenda to the informational packets. PSSD faculty regularly work with the local

high school special education departments and the disability support program at UC Berkeley to create a more seamless transition for students with disabilities. PSSD team members also attend regional meetings for PSSD Coordinators, LD Specialists, and Alternate Media / Assistive Technologists. All members have actively and consistently participated in outreach, both on and off campus.

- **Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.**

  PT PSSD members are invited to and attend bi-weekly program staff meetings, and as appropriate college and districtwide meetings. Because of the importance of consistency and efficiency in serving students, the input of PT employees is welcomed, especially as it pertains to improving or tweaking processes. PT employee perspective is also valuable in helping FT staff to identify challenges and strengths of the program, as well as concerns and potential solutions.

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9. Professional Development:

- **Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.**

  With funding available, the PSSD staff like to have more consistent attendance and participation in regional and national conferences including:

  - CSUN - International Technology and Persons with Disabilities Conference
  - AHEAD – Association on Higher Education & Disability
  - Higher Ground - Accessible Media, Web and Technology Conference
  - CAPED - California Association for Postsecondary Education and Disability
  - CTEBVI - California Transcribers and Educators for the Blind and Visually Impaired, Inc.

  Each of these conferences is directly related to the programs and services offered by PSSD. Opportunities to attend and present at these conferences would bring up-to-date knowledge to the program while increasing the competencies of the PSSD team members.

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10. Department, Program or Administrative Unit Goals and Activities:

- **Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).**

- **Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.**

- **Goal 1. Support Services: Increase the number of program participants.**

  Activities and Rationale:

  1. Increase PSSD student access to assistive technologies within PSSD and throughout the campus.
  2. Increase collaboration with faculty and on-campus programs to increase referrals to PSSD.
  3. Increase collaboration with agencies and educational institutions within the community-at-large to increase referrals to PSSD and to BCC programs.

- **Goal 2. Assessment (of SAOs or AUOs): Design and implement programs leading to equitable access and success.**

  Activities and Rationale:

  1. Review PSSD SLOs, updating as appropriate.
  2. Update the PSSD student survey for Spring 2016 to assess SLOs.
  3. Identify PSSD areas of strength and areas of improvement

- **Goal 3. Student Equity: Strengthen PSSD collaborations and foster partnerships on and off-campus.**

  Activities and Rationale:

  1. Increase outreach participation via on-campus events, BCC classroom presentations, and outreach to local institutions and community based partners.
  2. Implement a system-wide accommodations program to streamline the accommodations process for PCCD students with disabilities who attend more than one campus.
  3. Assist in the organization of BCC focus groups for students with disabilities to identify the challenges to reaching their academic goals.
  4. Explore the offering of specialized instruction for students with disabilities, to include assistive technology trainings and learning strategies courses.

- **Goal 4. Student Success: PSSD will support BCC's activities of SSSP.**

  Activities and Rationale:

  1. Ensure PSSD staff continues to support the activities of SSSP, from admissions to student education planning.
  2. Ensure PSSD counseling faculty use assessment test scores along with clearly defined multiple measures to determine appropriate course placement.

3. Ensure the needs of students with disabilities are integrated into BCC's SSSP activities and programming.

- **Goal 5. Professional Development, Community, Institutional, and Professional Engagement and Partnerships: Ensure PSSD staff has access to professional development opportunities**

    Activities and Rationale:

    1. Identify local, regional, and national conferences directly related to the programs and services offered by BCC.
    2. Identify funding for consistent participation in identified conferences and trainings.

Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
Prioritized New Resource Requests Summary

College: BERKELEY CITY COLLEGE

Discipline, Department or Program: Programs & Services for Students with Disabilities

Contact Person: Brenda Johnson, Dean of Student Support Services

Date: October 30, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	1 FT counselor.	2	$72K	
Human Resources: Classified	1 full-time staff assistant 3 FT instructional assistants	1	$55K	
Human Resources: Student Workers				
Technology	Various technologies requested.		$10K	
Equipment				
Supplies				
Facilities				
Professional Development	Regional and national conferences directly related to the programs and services offered by PSSD.		$5K to $7K per year	
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: **BERKELEY CITY COLLEGE**

Department, Program or Administrative Unit: **Programs & Services for Students with Disabilities**

Contact Person: **Brenda Johnson, Dean of Student Support Services**

Date: **October 30, 2015**

Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
1. **Increase the number of program participants.**	**Achieve Equitable Academic Access and Success**	**Advance Student Access, Equity, and Success**
2. **Design and implement programs leading to equitable access and success.**	**Achieve Equitable Academic Access and Success**	**Advance Student Access, Equity, and Success**
3. **Strengthen PSSD collaborations and foster partnerships on and off-campus.**	**Foster Partnerships with Educational Institutions, Community Organizations, and Businesses to Ensure Equitable Educational Opportunities for Success**	**Enagage and Leverage Partners**
4. **PSSD will support the activities of SSSP.**	**Achieve Equitable Academic Access and Success**	**Advance Student Access, Equity, and Success**
5. **Ensure PSSD staff has access to professional development opportunities**	**Design, Implement, and Support Programs of Distinction and Educational Pathways Leading to Access, Excellence, and Success**	**Build Programs of Distinction**

Appendix C

Program Review Validation Form and Signature Page

College: BERKELEY CITY COLLEGE

Department, Program or Administrative Unit: Programs & Services for Students with Disabilities

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
■ 1. The narrative information is complete and all elements of the program review are addressed.	
■ 2. The analysis of data is thorough.	
■ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
■ 4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.	
■ 5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
■ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
■ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
■ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Counseling Department Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction or Vice President of Student Services

_____   _____   _____
Print Name   Signature   Date