

2018 – 2019

# Program Review

Programs and Services for Students  
with Disabilities



Berkeley City College  
PERALTA COMMUNITY COLLEGE DISTRICT

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## Program Overview

College

Berkeley City College

Service Area

Student Services – Special Program

Program

Program and Services for Students with Disabilities (PSSD)

Date of Program Review Report

February 2019

### Program Mission Statement

Our mission is to provide accommodations and assistance to students with disabilities that facilitate their achieving their educational goals. We are committed to ensuring that students receive equal access to all programs and services. To that end, we seek to balance the student's right to access with our obligation to protect the integrity of our college's programs and services.

### Faculty and Staff

Maricela Becerra, Aidan Kyle Carter, Roberto Gonzalez, Dolores Harshaw, Elissa Jaw, Jessica Kumar, Catherine Massey, Lena Morita, Misty Trujillo

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The 2017-18 Program Review Report for PSSD lists the following goals for improvement. Each plan description is followed a progress report for implementation of each plan.

#### **Goal 1**

To 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 2016 -2021 Education Master Plan.

#### Progress

In fall of 2018, PSSD had completed the hiring of a full-time instructional assistant to support alternate media services. There is, however, continued need for additional permanent staffing in the PSSD front desk office to address student requests for appointments, clerical work and test proctoring services.

## Goal 2

To 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.

### Progress

In the past test proctoring staff have collaborated with Assessment Center as an alternate site for test proctoring. Permanent consistent space for testing proctoring and access to assistive technology still needs to be identified and implemented by the college so that the needs of students with disabilities can be properly addressed.

## Goal 3

Because PSSD estimates that the program only serves three to four percent of the student population, it reasons that there is significant room for growth given that demographics estimates suggest eight to 10 percent of the population has a qualifying disability. PSSD should align with applicable PCCD enrollment activities such as on-campus and community outreach.

### Progress

In the fall of 2018, PSSD staff began to conduct trainings for faculty to improve student referrals to PSSD services. PSSD plans to provide training within this academic year for enrollment personnel about PSSD services and intends to update departmental website with clearer information for starting PSSD services. Plans for counseling staff to conduct outreach activities with local high school districts, CA State Department of Rehabilitation, and Regional Center partners are also warranted. Lastly, the development of non-credit certificate programs to increase workforce, vocational and career search skills may lead to increase participation in PSSD services.

### Describe your current utilization of facilities, including labs and other space

Current PSSD facilities utilize five office spaces and two testing rooms which provide working spaces for front desk staff, alternate media services, learning disability testing and specialized counseling services. The program also occupies one storage room to house student files.

## Students Served

### College Mission Statement

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

## Student Services Mission Statement

The mission of the Office of Student Services is to provide comprehensive high quality programs, services, and guidance which enhance student access and contribute to the success of our students. Our goal is to empower students to make informed decisions that will facilitate their learning and achieve their goals.

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the units, as well as a description of how the unit aligns with the college mission.

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.

PSSD purpose aligns itself with the college mission in that it strives for student success. Services are designed to enable students to earn associate degrees and certificates and to develop college and career competencies.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or 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 assessments and testing 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 evaluators

work 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, assistive technology, and the awareness of BCC faculty to the specific 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.

Please describe how external factors (if applicable), such as state and federal laws, advisory board recommendations, changing demographics, etc. have an impact 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. Statewide trends indicate a decline of student enrollment in California Community College which are also reflected in BCC PSSD student enrollment. This may be attributable to the progression of local economies and the number of individuals returning to work.

In the 2019-2020 academic year, the California Community College Chancellor's Office will implement a new funding formula for DSPS programs statewide that may directly impact services rendered for students. Current college effort contribution is at 10%. This contribution

from the colleges for DSPS programs will also be expected to increase to 20% of the overall DSPS budget next fiscal year. There will be a 90% guarantee for state funding and an increase for the DSPS Director/Coordinator position to \$150,000/year.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veteran status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

Collected from the California Community College Chancellor’s Office DataMart website, the following student demographic information represents a three-year academic period, from 2015 to 2018. Organized in table format, the data provides information on subpopulations of PSSD students at BCC for ethnicity, age, gender and disability category (Tables 1-4) with respect to individual subgroup count, percentage of student subgroup for each year, and the percentage of change between first and third years. Overall PSSD student count between 2015 and 2018 has decreased by 9.84%.

Table 1: Ethnicity

	Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Percent Change between 2015 to 2018
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	
Berkeley City Total	488	100.00 %	415	100.00 %	440	100.00 %	-9.84%
African-American	122	25.00 %	132	31.81 %	105	23.86 %	-13.93%
American Indian/Alaskan Native	4	0.82 %	2	0.48 %	--	0.00 %	-100.00%
Asian	30	6.15 %	44	10.60 %	35	7.95 %	16.67%
Filipino	6	1.23 %	6	1.45 %	4	0.91 %	-33.33%
Hispanic	89	18.24 %	76	18.31 %	95	21.59 %	6.74%
Two or More Races	36	7.38 %	7	1.69 %	42	9.55 %	16.67%
Unknown/Non-Respondent	36	7.38 %	26	6.27 %	17	3.86 %	-52.78%
White Non-Hispanic	165	33.81 %	122	29.40 %	142	32.27 %	-13.94%

The largest change among the PSSD student ethnicity categories appear to be in the American/Indian/Alaskan Native student group with a 100% decline from 2015 to 2018, while Filipino student groups show the second highest decline at 33.33%. Asians and Two or More Race categories have moderately increased by 16.67%. African-American and White Non-Hispanic groups have both decreased to just under 14%.

Table 2: Age

	Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Percent Change between 2015 to 2018
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	
Berkeley City Total	488	100.00 %	415	100.00 %	440	100.00 %	-9.84%
1 - < 18	23	4.71 %	10	2.41 %	19	4.32 %	-17.39%
18 & 19	72	14.75 %	75	18.07 %	90	20.45 %	25.00%
20 to 24	140	28.69 %	134	32.29 %	136	30.91 %	-2.86%
25 to 29	66	13.52 %	52	12.53 %	56	12.73 %	-15.15%
30 to 34	54	11.07 %	40	9.64 %	37	8.41 %	-31.48%
35 to 39	29	5.94 %	23	5.54 %	22	5.00 %	-24.14%
40 to 49	46	9.43 %	36	8.67 %	33	7.50 %	-28.26%
50 +	58	11.89 %	45	10.84 %	47	10.68 %	-18.97%

The greatest number of students for PSSD fall into the age range of 20 to 24 years of age, with a slight decline over the three-year period at 2.86%. Students falling within the 18 to 19 year-old age group show the highest increase in PSSD services at 25%. All other respective age groups display a decline ranging from 15.15% to 31.48%.

Table 3: Gender

	Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Percent Change between 2015 to 2018
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	
Berkeley City Total	488	100.00 %	415	100.00 %	440	100.00 %	-9.84%
Female	273	55.94 %	224	53.98 %	239	54.32 %	-12.45%
Male	200	40.98 %	179	43.13 %	189	42.95 %	-5.50%
Unknown	15	3.07 %	12	2.89 %	12	2.73 %	-20.00%

Student gender data for PSSD shows a decline in female students (12.45%) and a decline among male students (5.5%). Female students appear to outnumber male students on average at a 4:1 ratio.

Table 4: Disability Category

	Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Percent Change from 2015 to 2018
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	
Berkeley City Total	488	100.00 %	415	100.00 %	440	100.00 %	-9.84%
Acquired Brain Injury	12	2.46 %	4	0.96 %	12	2.73 %	0.00%
Attention Deficit Hyperactivity Disorder (ADHD)*	--	0.00 %	10	2.41 %	56	12.73 %	28.57%
Autism Spectrum*	--	0.00 %	3	0.72 %	20	4.55 %	566.67%
Developmentally Delayed Learner	12	2.46 %	7	1.69 %	9	2.05 %	-25.00%

Hearing Impaired	26	5.33 %	13	3.13 %	11	2.50 %	-57.69%
Learning Disabled	37	7.58 %	94	22.65 %	124	28.18 %	235.14%
Mobility Impaired	28	5.74 %	28	6.75 %	16	3.64 %	-42.86%
Other Disability	232	47.54 %	138	33.25 %	66	15.00 %	-71.55%
Psychological Disability	118	24.18 %	97	23.37 %	115	26.14 %	-2.54%
Speech/Language Impaired	2	0.41 %	3	0.72 %		0.00 %	-100.00%
Visually Impaired	21	4.30 %	18	4.34 %	11	2.50 %	-47.62%

\*Nonexistent disability category in 2015-16. Percentage of change is calculated from 2016 to 2018.

Beginning fall of 2016, the California Community College Chancellor’s Office (CCCCO) Disabled Students Programs and Services (DSPS) implemented 2 new student disability categories for tracking and funding purposes: Autism Spectrum and Attention Deficit Hyperactivity Disorder (ADHD). The percent change of 566.67% for students with Autism Spectrum from 2016 to 2018 may be attributable to the reclassification of the particular student populations. Future analysis within the next three-year cycle period should yield more accurate demographic information regarding participation trends for PSSD. Likewise, next year’s program review may contain more meaningful data for the ADHD category. The sharp decline of students in the Speech/Language demographic may also be a direct result of reclassification of Autism students with speech and language impairments into the new disability category.

The data table shows a sharp increase for students with learning disabilities (235.14%) from 2015 to 2018. Again state regulation changes in Title V DSPS regulations and the Learning Disability (LD) Eligibility model in 2016 may have contributed directly to this dramatic increase in numbers. Prior to 2016, students with learning disabilities from secondary education were normally provided psychoeducational retesting as an adult to verify that they met the Chancellor’s model for LD services. Since 2016, the Chancellor’s Office has allowed for the direct transfer of coding of students diagnosed with learning disabilities from high school to qualify for LD services without adult retesting. This may explain the surge in numbers seen between years 2015 to 2017, a high increase of 61% as compared to a more moderate increase of 24% between years 2016 to 2018. Like students categorized for Autism, future data for this category will provide more precise trends for this category of student.

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

Due to recent changes in state funding formulas, SSSP funding no longer exists.

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

Table 5 presents data of relevant SSSP services provided by PSSD certificated staff of the 2017-18 school year.

Table 5: SSSP Services Performed by PSSD Certificated Staff from July 1, 2017 – June 30, 2018

<i># of student that completed orientation</i>	Not applicable.
<i># of students that completed assessment</i>	Not applicable.
<i># of completed Student Educational Plans (SEPs)</i>	62
<i># of Abbreviated versus Comprehensive SEPs</i>	56 abbreviated, 6 comprehensive
<i>Total # of follow-up services</i>	Not applicable.

What has your service area done over the last 2-3 years to improve SSSP services?

In 2017-18, SSSP funds have been increased to support the addition of an hourly PSSD counselor. (In the previous academic years, this funding source paid for an hourly counselor during the summer and winter breaks.)

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

Classification and part-time/full-time employee status of PSSD staff are presented in the table below.

Table 6: Programs and Services for Students with Disabilities Personnel as of February 2019

<b>Staff Name</b>	<b>Title</b>	<b>Classification</b>	<b>Status</b>
Maricela Becerra	Learning Disability Specialist	Faculty	Full-time, Permanent
Aidan Kyle Carter	Instructional Assistant	Classified	Part-time, Temporary
Roberto Gonzalez	Alternate Media Specialist	Classified	Full-time, Permanent
Dolores Harshaw	Staff Assistant	Classified	Full-time, Permanent
Elissa Jaw	Coordinator/Counselor	Faculty	Full-time, Permanent
Jessica Kumar	Counselor	Faculty	Part-time, Adjunct
Catherine Massey	Staff Assistant	Classified	Full-time, Permanent
Lena Morita	Instructional Assistant (Alternate Media)	Classified	Full-time, Permanent
Misty Trujillo	Counselor	Faculty	Part-time, Adjunct
Varies	ASL Interpreters	Classified	Part-time, Temporary

## Students Served – Assessment

List your Service area outcomes (SAO)

Service Area Outcome 1:

PSSD will teach students how to best utilize PSSD services in order to receive equal access to course material and meet course requirements.

Service Area Outcome 2:

PSSD will provide written policy and guidelines and a student handbook on how to request accommodation services from the college and PSSD.

Student Service Outcomes 3:

Design and implement programs leading to equitable access and success.

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

Service area outcomes will be published online on the PSSD website and provided in alternate formats upon request.

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

Service area outcomes are not currently published.

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

Due to changes in program staffing, data is not currently available for the previous years' service area outcomes.

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

Based on this years' Service Area Outcome goals, PSSD will be working on a video to be posted online to orient students to program and how to best utilize PSSD services in order to received equal access to course material and meet course requirements (SAO 1). PSSD staff is currently revising and updating the department's Student Handbook and will be publishing a downloadable, electronic copy on the department's website so that students will be able to understand the process of requesting accommodation services from the college and PSSD (SAO 2). In order to implement service area outcome 3, more information will need to be collected from students about their academic challenges and their needs for attaining their vocational or educational goals.

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

Discussion between Dean of Student Services and department staff in determining service area outcomes. The development of the revised Student Handbook and departmental policies have been discussed and will continue to be discussed during departmental meetings.

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?

Data from student satisfaction surveys or college surveys are currently not available.

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?

If information for SAO 1 and 2 is made available online, data metrics may be able to provide tracking information about students' access to program information. If students view, read or listen about how to utilize PSSD services, we expect a higher rate of course completion for students who receive PSSD services as they will gain better insight on how to benefit from services to complete course requirements.

## Engagement

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

PSSD service trainings offered during flex day activities and Faculty Diversity Internship workshops allow for faculty to ask questions about departmental services and to improve communication between instructors and PSSD personnel. PSSD faculty and staff who participate on campus committees share institutional information about department procedures and program development.

PSSD full-time, faculty members participate on several shared governance committees:

- Student Equity and Achievement Workgroup
- Integrated Planning Committee
- DSPS Advisory Committee
- Technology Committee
- Roundtable
- Academic Senate
- Student Services Council

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

Participation on various committees and community activities 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. Recently, PSSD staff and faculty participated in the

Solidarity in Mental Health Summit, sponsored by BCC’s Wellness Center and were able to engage supporting students with mental health disabilities, enhancing public awareness and advocacy for those affected by mental illness.

Other community programs PSSD staff and counselors work collaboratively with is the College Internship Program (CIP) and California State Department of Rehabilitation. Both programs frequently clients to BCC and often confer with PSSD about enhanced support that can be made available for students through their respective programs.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty participate regularly in PSSD departmental trainings and meetings. Their feedback about students’ needs, challenges and self-reports of academic progress is crucial in understanding how to develop program services. Adjunct faculty attended last year in an assistive technology training to understand available software that are designed to provide better access to word processing and improve comprehension of course material. They have also provided feedback on departmental forms and program development.

### Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	<b>Part-time Permanent Clerical Assistant:</b> Part-time classified employee needed for front desk office operations, data management, test proctoring and student tutoring.	\$40,000	\$39,000	\$79,000
Personnel: Student Worker	<b>Student Worker</b> Need for additional clerical support, note-taking and alternate media assistance to ensure services are rendered in a timely manner to students with disabilities.	\$10,200	\$173	\$10,373
Personnel: Full Time Faculty	<b>PSSD Counselor, 1.0 FTE:</b> Need for a full-time PSSD counselor to provide specialized academic counseling services to students with	\$75,500	\$46,000	\$121,500

	disabilities, that may include but not limited to prescribing academic adjustments, specialized course planning, and career-vocational counseling.			
Personnel: Full Time Faculty	<b>Assistive Technology Instructor</b> Request to hire an assistive technology instructor to increase student's access to technology and to increase the likelihood of retention and success of BCC students with disabilities. Request to identify funding that will provide training to students on the use of adaptive technology for completion of coursework.	\$75,500	\$46,000	\$121,500

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department-wide PD needed	<b>Department-wide training</b> needed on universal design, adaptive technology for greater student access and crisis intervention.	\$3000
Professional Development: Personal/Individual PD needed	<b>Continuing education</b> for personnel in assistive technology, American Sign Language, disability and legal updates, program development, college transfer conferences, and student service conferences.	\$3000

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	<b>PSSD Student Database Management System</b> Data management system ( <b>Accessible Information Management – AIM</b> ) to be utilized for the PSSD	\$7385 for annual subscription;

	office to manage student information and expedite DSPS services for student success in receiving timely accommodation needs for classes.	\$14,103 for a 3-year subscription
Supplies: Software	<b>Assistive Technology License Agreements</b> Request for funding to maintain and/or upgrade software agreements and licenses for: Kurweil 3000, Kurzweil 1000, JAWS, Magic, ZoomText, OmniPage, Duxbury for Windows, & MathType.	\$22,250
Supplies: Software	<b>Achievement Scoring and Cognitive Scoring Software</b> Test battery required to perform adult learning disability tested.	\$2800
Supplies: Books, Magazines, and/or Periodicals	1) <b>Diagnostic Statistical Manuals –V</b> for PSSD counselors to reference mental health disabilities. 2) Subscription to <b>Disability Compliance for Higher Education (DCHE)</b> professional journal for legal updates.	\$4349
Supplies: Instructional Supplies	Increase number of SmartPen notetaking paper, ink cartridges and cases made available for students.	\$1000
Supplies: Non-Instructional Supplies	Replenishment of office supplies (paper, pens, file folders, staplers, etc.)	\$3000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Increase number of <b>SmartPens</b> for loan to students with disabilities to ensure equal access to course material and lectures.	\$2000
Technology & Equipment: New	Two <b>UbiDuos</b> for accessible communication with DHH students.	\$4000
Technology & Equipment: Replacement	3 desktop computers, 2 laptops or tablets	\$4000

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	<p><b>Assistive Technology Classroom</b>  A space will need to be identified for specialized instructional purposes. Classroom will need to be equipped with adaptive computers and equipment to provide access for students with disabilities to complete coursework assignments.</p>	TBD
Facilities: Offices	<p><b>PSSD Counseling Office</b>  Need for additional space to accommodate additional PSSD counseling staff.</p>	TBD
Facilities: Labs	<p><b>PSSD Test Proctoring Room</b>  Departmental need for a secondary room or expanded space for PSSD test proctoring services.</p>	TBD
Facilities: Other		