

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

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 2012 – 13, DSPS provided academic counseling, disability management, and other support services to over 400 students.

In August 2012, the college hired a full-time Learning Disabilities (LD) Specialist to coordinate the LD program and related services. In December 2012, the program hired a full-time Counselor/Coordinator to coordinate the day-to-day activities of the program.

The Smartpen Technology program was created in spring 2013 by the newly hired LD Specialist who received a grant to start this program which will be implemented for the fall 2013 semester. This program will provide assistive technology to students who benefit from note-taking.

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 Math and English assessments, including days specifically scheduled for accommodated assessments.

I. OVERVIEW

Date Submitted: 11/25/13

College Berkeley City

Administrator: Brenda Johnson

Unit/Area PSSD (DSPS)

Completed By: PSSD Staff

Mission/History and Description of Service Provided
Brief, one paragraph. The mission of Programs and Services for Students with Disabilities (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 assessments 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, or Program Learning Outcomes-POs)

DSPS has developed two SLOs based on the mission of the program and the SLOs from Student Services.

Student Personal Awareness: Students who qualify for and have requested DSPS services will demonstrate increased awareness of their educational strengths and ability to overcome disability related limitations, which are associated with retention and academic success.

Student Personal Responsibility: DSPS students will demonstrate improved capacity and responsibility for participation in the establishment and implementation of their disability related classroom accommodations.

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)

DSPS' SLOs are mapped to the following BCC ILOs: Ethics and Personal Responsibility, and Self-Awareness and Interpersonal Skills.

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>According to the State Chancellor’s Office, in the academic year 2012 - 2013, 408 students received services from DSPS, a decrease of less than 2% from the 2011 – 2012 academic year.</p> <p>According to the PCCD Office of Institutional Research, the Fall 2012 to Spring 2013 persistence rate was 84%, a rate higher than those of BCC’s sister campuses for the same time period.</p> <p>Unfortunately, success rate data DSPS was not available from the Chancellor’s Office or from PCCD’s Office of Institutional Research.</p>

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 2013, 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.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths

What are the STRENGTHS of your unit/area?

DSPS main strength 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 to be served. Another strength of the program is the staff of the DSPS program, who work 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, classes, or technologies. These limitations will negatively affect the way we serve DSPS students

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 administrators to provide the program with what is necessary to keep the program and the college in compliance. According to the final 2012 – 2013 budget for DSPS, the college district contributed nearly 45% of the program's cost, or over \$247K beyond the DSPS' state allocation. This contribution allowed DSPS to continue to serve students with disabilities throughout the entire school year, including summer sessions.

In an effort to further strengthen DSPS, long standing staffing issues have been addressed. As of August 2012, a new full-time LD Specialist was hired to coordinate the LD program and related services. The college also hired a full-time Coordinator / Counselor for DSPS to address day-to-day coordination issues. 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 will work within the structure of the Peralta District's Planning and Budgeting Model to work towards gaining the resources required to maintain the quality of program services.

Student surveys will provide feedback and direction regarding strategies that can improve the offerings of DSPS.

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 AY2013-2014 of 18,830

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 technology and LD assessment, the hope is to increase the success rates of DSPS students. Unfortunately, at the time of this writing, success rates for BCC DSPS students was not available for the 2012 -2013 year.

Increase Persistence

[text]

Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

Increase College Completion

[text]

Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.

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]	[1]
Students	[2]	[1]
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 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. 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).

The most pressing need would be for 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 issues.

Human Resource/Personnel Requests

List your human resource/personnel requests in 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.

DSPS is growing, especially in the areas accommodated testing, alt media services, and the demand for access to assistive technologies. At BCC, DSPS is the primary facilitator of testing accommodations and the demand for such accommodations is increasing, 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 in the effort to provide proctored exams. Given the constant demands of the Alt Media Office, the staff and equipment needed to effectively provide alt media is increasingly overtaking the current physical space available in room 244. Oftentimes alt media staff must use the alt media workspace in shifts and or use other DSPS spaces to complete assignments. Also, the amount of heat generated by these technologies when in use can make working in the space uncomfortable for staff. 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 would help to improve the success and retention of students with disabilities

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 a 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 needs 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 non-DSPS labs, often there is no place within DSPS for these students to use some of these technologies to address coursework.

Technology Requests

List your technology requests in prioritized/ranked order.

Technology requests will go through the established College and District planning and budgeting process.

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 their non-disabled peers.

IV. OTHER

Please feel free to provide any additional information about your unit/area below.