

**Peralta Community College District
Student Services Program Review 2012**

Berkeley City College

Programs and Services for Students with Disabilities (DSPS)

EXECUTIVE SUMMARY

The mission of Disabled Students Programs and Services (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.

According to the California Community College Chancellor's Office (CCCCO) Data Mart (referred to hereafter as Data Mart), the number of DSPS students served by Berkeley City College (BCC) has increased by 3% over the past three years. The program served approximately 415 students in 2011-2012, representing 6% of BCC students. When compared to BCC campus retention rates, DSPS students were on par with their non-disabled peers in fall 2009. When compared to BCC campus success rates, DSPS students had slightly higher success rates than non-DSPS students.

The most prevalent disabilities among DSPS students are (in the listed order):

- other disabilities (generally identified as chronic health conditions)
- learning disabilities (LD)
- mobility impairments
- psychological disabilities.

Services and resources for students with disabilities may include:

- assistive technology
- alternate media
- sign language interpreting
- real-time captioning
- test accommodations
- note-taker assistance
- LD assessments and services
- individual academic, vocational, and disability related counseling
- priority registration
- referral to other campus and community resources.

Success Stories:

- DSPS student success rates for are equal to or higher than non-DSPS students.
- The number of DSPS students has increased by 3% since 2009-2010 year and enrollment continues to grow annually.
- DSPS is working with the Department of Rehabilitation (DOR) to refer people with disabilities to BCC programs.
- In fall 2012, the Associated Student Body of BCC is working with DSPS to improve the participation and visibility of BCC students with disabilities on campus.

Service Strategies:

- Continue to serve students with disabilities in-person or online by enhancing and updating the DSPS website, to include updated DSPS student and BCC faculty handbooks;
- Provide DSPS students with disability related and academic counseling to assist with accessing the programs and services available at BCC;
- Strengthen the network between DSPS and local agencies that serve people with disabilities: DOR, Center for Accessible Technology, and UC Berkeley's College Internship Program.
- Designate an assistive technology (AT) lab to serve the increasing demand by DSPS students who use such technologies to access and complete their coursework;
- Train students in the use of assistive technologies to improve their academic success.

Office Needs:

In order to provide reasonable accommodations for the growing student population with disabilities, and to be in compliance with the Americans with Disabilities Act, the Office needs to hire:

- a full-time Coordinator/Counselor (hiring in progress)
- a full-time Counselor
- a full-time Instructional Assistant (IA) for test accommodations and other duties
- a full-time IA to support an Assistive Technology (AT) lab
- identify space for an AT lab

Updates:

Technological updates and new purchases also are required to ensure DSPS' continuing capacity to accommodate the needs of students with disabilities, especially when serving students who must use assistive technologies to access textbooks and classroom materials.

Software

- JAWS version 14 (a screen reader for blind students)
- ZoomText version 10 (screen magnification for low-vision students)
- MAGic version (screen enlargement for students with visual impairments)
- Kurzweil 3000 version 13 (text-to-speech and learning tool for students with LD)
- Kurzweil 1000 (a scan and read productivity tool for blind students)

- Dragon NaturallySpeaking version 12 Product Suite (speech-to-text tool for students with LD or physical upper extremity limitations)

Hardware

- CCTV (image magnifier for students with low-vision)
- Braille embosser (Braille printer)

Use of and access to current technologies is integral to the production of alternative media for students who are unable to access print media, i.e. textbooks, handouts, and course readers. To this end, the following hardware and software components are currently required by DSPS staff and some students in order to deliver or access various alternate media formats. It is recommended that both software and hardware production components be periodically updated and replaced given the expected lifecycle of the particular software or peripheral.

The current and desirable versions or revisions of the technologies (and the primary users of those technologies) are as follows:

Software

- OmniPage version 18 (DSPS staff)
- MS Office 2010 (DSPS staff and students)
- ABBYY Fine Reader (DSPS staff)
- Adobe Acrobat Pro version 11 (DSPS staff)
- Adobe Illustrator CS6 (DSPS staff)
- Duxbury version 11 (DSPS staff and students)
- Scientific Notebook version 5.5 (DSPS staff)
- MathType version 6.8 (DSPS staff)

Hardware / Equipment

- **Full-duplex high-speed scanner [Canon DR9080] (DSPS staff)
- Full-duplex laser color printer [HP Color Laser Jet CP5525] (DSPS staff)
- Braille Embosser [for text] (DSPS staff and students)
- **Braille Embosser [for graphics] (DSPS staff and students)
- PIAF [tactile imaging device] (DSPS staff and students)

Although some items indicate use by both DSPS staff and students, all of the above items are largely for staff use with some occasional student use.

** The double asterisk denotes items that need to be replaced as soon as possible, in this case the high-speed scanner and a Braille embosser for the production of graphics. The current scanner is over 10 years old and barely compatible with current technologies, affecting the timeliness of finishing alternate media requests in a timely manner and producing a better quality product. The Braille embosser for graphics is an urgent need given the increase of blind or visually impaired students, many of whom will take classes in the math and sciences where textbooks are full of visual images. The embossed graphics will provide a tactile representation of images found in these textbooks for students to use in addition to their alternate text.

PROGRAM REVIEW

Introduction

The primary objective of program review is to assure the quality of the PCCD Student Services programs, one that reflects student needs and encourages student success. It is a systematic process for the collection, analysis, and interpretation of data concerning a program and its services. Recommendations for each program will be linked and incorporated into the unit's planning process, and decisions will be made concerning schedule proposals, services changes, budget development, and hiring practices.

Student services program reviews will be completed every three years. Program review is intended to support and complement the completion of annual plans required of each unit. The program reviews for Student Services will be completed on the same cycle as the program review for all instructional programs.

Programs and Services for Students with Disabilities (DSPS /DSPS)

I. Background Information

A. Describe:

1. The Unit and its mission

The mission of Programs and Services for Students with Disabilities (DSPS) at Berkeley City College (BCC) is to provide reasonable accommodations and assistance to students with a wide range of disabilities to facilitate in their achievement of 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. DSPS also seeks out every opportunity to educate the college community about reasonable accommodations for students with disabilities.

Students with disabilities enrolling at BCC and attending classes are expected to meet course goals as outlined in the class syllabus. The type of DSPS services provided will depend on the individual student's verified disability, his or her educational limitations caused by the disability, and the course requirements of the classes the student is registered in.

DSPS services and resources available to eligible students may include:

- assistive technology
- alternate media
- sign language interpreting
- real-time captioning
- test accommodations
- note-taker assistance
- LD assessments and services
- individual academic, vocational, and disability related counseling
- priority registration
- referral to other campus and community resources.

A review of each student's progress is conducted on a semester-by-semester basis when the students request letters of accommodation for the new terms. This review supports efforts to ensure the student is making measurable progress toward his or her stated goal and that DSPS services are appropriate to the student's educational needs and educational limitations.

2. History

The Office for Civil Rights in the U.S. Department of Education enforces Section 504 of the Rehabilitation Act of 1973 and Title II of the 1990 Americans with Disabilities Act (ADA), which prohibit discrimination on the basis of disability. The California Lanterman Developmental Disabilities Act of 1969 established an entitlement to services and support for persons with developmental disabilities, and in 1976 the California Education Code was revised to support funding for programs for students with disabilities in the community colleges, leading to the establishment of Disabled Student Programs and Services (DSPS) offices on California community college and other public college campuses. Reasonable accommodations to allow the student to compensate for limitations resulting from a disability are the means by which the mandates and purposes of these laws are adhered to.

The historical strength of the DSPS program at BCC is the breadth and quality of services provided to students with disabilities, services which are consistent with the legal obligations and concerns for student welfare and success, in association with the City of Berkeley, and in collaboration with Berkeley community organizations serving disabled populations. In past years, DSPS was well-staffed with experienced coordinator and counselor personnel, and staff specialists in LD and alternative media. At this time, due to commitment from BCC and PCCD administration, DSPS staff positions have been filled for a full-time LD Specialist and a full-time Alternative Media Specialist.

However, fiscal challenges have restricted hiring personnel to support the front office, testing accommodations services, and the AT lab. DSPS must have avenues to address these issues so that the level of quality of services and the timeliness in which those students receive services is not compromised.

3. Purposes and needs assessed

a) Student needs

Students served by DSPS present with a broad range of disabilities and benefit from a variety of programs and services which are specific to the individual student. The types of disabilities with which students present include:

- mobility issues
- visual impairments and total blindness
- hearing impairments and total hearing loss
- learning disabilities and other learning deficits
- acquired brain injury
- developmental delay
- psychological disability, increasingly including autism and Asperger syndrome
- speech and language impairments, and
- other disabling conditions such as attention deficit conditions, chronic health conditions, chronic pain, and other functional restrictions.

The distribution of types of disabilities of the students registered with DSPS in the past three academic years is presented in the following table:

| Primary Disability | Student Count 2009-2010 | Student Count 2010 - 2011 | Student Count 2011 - 2012 |
|---------------------------------|----------------------------|------------------------------|------------------------------|
| DSPS Student Count Total | 401 | 409 | 415 |
| Acquired Brain Injury | 17 | 14 | 11 |
| Developmentally Delayed Learner | 5 | 9 | 5 |
| Hearing Impaired | 14 | 18 | 14 |
| Learning Disabled | 68 | 72 | 67 |
| Mobility Impaired | 93 | 77 | 66 |
| Other Disability | 90 | 133 | 164 |
| Psychological Disability | 90 | 59 | 59 |
| Speech & Language Impaired | 2 | 1 | 0 |
| Visually Impaired | 22 | 26 | 29 |

This data, obtained from the Chancellor’s Office Data Mart, identifies the most prevalent disabilities among current DSPS students as being other disabilities (which covers various conditions not included in the other categories), learning disabilities, mobility impairments, and psychological disabilities. Based on the same data source, the conditions that are increasing the most in the DSPS population for the three academic years covering 2009 – 2010, 2010 – 2011, and 2011 - 2012 are other disabilities and visual impairments. During this same time period, there has been a decrease in students with psychological disabilities, acquired brain injuries, and developmentally delayed learners. The numbers of students with learning disabilities and hearing impairments have remained constant during the same period.

Student needs, depending on the student, the disability, and the educational limitations caused by the disability are addressed with reasonable accommodations in the form of the following supports:

- note takers (all disabilities impacting on attention/concentration, hearing impairments, and physical upper extremity limitations)
- test accommodations (for multiple categories of disability)
- sign language interpreting (Deafness and other hearing impairments)
- stenographer captioning (Deafness and other hearing impairments)
- audio taping of lectures and books on tape,
- electronic text and other alternate media including Braille, large print, CCTV (blind and visual impairments, learning disabilities, and attention deficit conditions)
- building evacuation assistance (for students with mobility and visual impairments)
- reduced course load (for multiple categories of disability)
- in-class furniture accommodations (for multiple categories of disability)

Student needs are met by DSPS counseling services that assist the student with the mix of disability-related, academic, and personal issues that impact their educational progress and chances for success. (However, the DSPS Counselors do not provide psychotherapeutic services.) The DSPSLD Specialist meets the needs of students who have LD by providing LD assessments and associated guidance such as education planning and learning strategies.

Because of present DSPS staffing limitations and the increasing numbers of qualified students seeking DSPS services, many students with disabilities may not be gaining the benefit of appropriate in-classroom and other accommodations in a timely manner. Due to the same limitations, there are limited opportunities for DSPS staff to respond adequately on an ad hoc basis to the sometimes complicated and urgent needs that arise in the course of each semester. However, given the college's legal obligation to provide access for DSPS students, BCC administration is working actively to address staffing issues.

b) Program needs

As noted in the Student Needs section, there have been increases in a) the numbers of students seeking services with DSPS ; b) an increase in numbers of those specific disabilities requiring costly and specialized interventions, and c) decreases in the numbers of DSPS staff. DSPS staffing is needed in the areas of day-to-day program coordination, disability-related counseling, test accommodations support, and AT training and access. Due in part to the increase of DSPS students with visual impairments, the use of assistive technologies in the high schools for students with disabilities, and the use of assistive technologies in the home, DSPS is seeing more students who would like to access these technologies while on campus.

Technology Updates:

For effective and efficient service provision, DSPS can presently benefit from the updating of software and technologies for use by DSPS students and staff, and can benefit from an ongoing review and evaluation of technologies and software to determine when cost-effective upgrades may be appropriate. As stated previously in the Executive Summary of this report, those needs are:

Software

- JAWS SMA for V15-16 (10-user site license)
- ZoomText version 10 (10-user site license)
- MAGic SMA for V13-14 (10-user site license)
- Kurzweil 3000 version 13 (10-user site license)
- Kurzweil 1000 V13 (10-user site license)
- Dragon NaturallySpeaking version 12 Product Suite (5-user site license)
- OmniPage version 18 (1 site license)
- ABBYY Fine Reader (1 site license)
- Adobe Acrobat Pro version 11 (1 site license)
- Adobe Illustrator CS6 (1 site license)
- Duxbury version 11 (1 site license)
- Scientific Notebook version 5.5 (1 site license)
- MathType version 6.8 (1 site license)

Hardware / Equipment

- CCTV (5 units)
- **Full-duplex high-speed scanner [Canon DR9080] (1 unit)
- Full-duplex laser color printer [HP Color Laser Jet CP5525] (1 unit)
- Braille Embosser [for text] (2 units)

- **Braille Embosser [for graphics] (1 unit)
- PIAF [tactile imaging device] (1 unit)

4. Current components

DSPS is presently staffed as follows:

- Counselor – .67
- Learning Disability Specialist – 1.0
- Alternate Media Specialist – 1.0
- Staff Assistant – 1.0
- IA (front office / accommodations) – .5
- IA (alternate media) - .5

The current staff vacancies in the DSPS program, as previously noted, are:

- Counselor/Coordinator – 1.0 (hiring in progress)
- Counselor – 1.0 (currently filled by a .67 counselor)
- Staff Assistant – 1.0 (currently filled by .50 IA)

B. Describe unique aspects of the program

The City of Berkeley is the birthplace of the disability rights movement and the city's place in the history of the disability movement has given rise to strong support for and accommodation of persons with disabilities. The city's Commission on Disability actively promotes, "the total integration and participation of persons with disabilities into all areas of economic, political, and community life." Berkeley's Center for Independent Living, the world's first organization run by and for persons with disabilities, was established in the city near the UC campus in 1972, and it continues to serve as a draw to disabled persons and students from around the country and the world. Within the city limits are a number of other community organizations serving the needs of the disabled community including, but not limited to, the Center for Accessible Technology, the Berkeley Place Deaf and Disability Project, and the East Bay Center for the Blind. These programs provide independent living services and support to members of the community with disabilities. Given the city's history and ongoing involvement with people with disabilities and relevant community agencies, BCC is a magnet for students seeking disability support on campus as well as services that support successful independent living within the community.

Of the four Peralta community colleges, BCC is most directly accessible by public transportation: the Bay Area Rapid Transit (BART) station is only half a block from the college's entrance; Alameda County (AC) Transit buses have bus stops half a block from campus; East Bay Paratransit, accessible transportation for people with disabilities, is able to drop off students in front of the campus with fewer transfer delays or associated difficulties of mass transit. BCC's access to public transportation is of particular value to those students with mobility disabilities for which transportation-related logistics can be a make-or-break issue relative to full participation in higher education.

BCC is well-known for its 1) Alternate Media program, 2) Learning Disabilities program, and 3) testing accommodations services. Previous to the Spring 2012 semester, DSPS was well-known for its adaptive physical education (APE) classes. Historically, the college partnered with the

City of Berkeley to offer adaptive swim courses at the Berkeley High School South Pool. Unfortunately the high school closed the pool in early 2012 thereby eliminating the college's APE offerings.

C. Describe your current resources

As noted above, current staffing is deficient: there are critical human resources vacancies in the DSPS program: most critical are a 1.0 permanent Counselor/Coordinator position (the previous Counselor/Coordinator retired in June 2009) and a 1.0 permanent Counselor position (the previous incumbent was assigned to a different position at the college/district office). The program desperately needs to fill both positions in order to provide necessary services to students with disabilities. When compared to PCCD's other campuses, the BCC DSPS Program is understaffed.

Learning disabilities services include

- Assessment and evaluation of eligibility for the LD program;
- Identification of a student's learning styles and modalities;
- Compensatory learning strategies and techniques;
- Accommodations and services based on individual test results;
- Adaptive equipment
- Audio formats (DAISY/NISO/MP3).

The following alternative text formats are currently offered to students requiring alternate media to access course materials:

- Publisher E-text (PDF, DOC, RTF)
- E-text produced in-house (DOC, TXT, RTF)
- Math ML
- Learning Ally digital audio
- Text-to-Speech software (for audio)
- Braille
- Tactile graphics
- Large print
- Closed Captioning

The following list of equipment is what DSPS currently loans to students on a first-come-first-served basis. Students are able to borrow these items one semester at a time, giving them time to assess how the equipment works for them in the classroom setting.

- NLS DAISY Players
- Assistive Listening Devices
- Digital Recorders
- SmartPens

A universal model for campus wide accessibility of assistive technologies would support DSPS students enrolled at BCC. Historically, each open computer lab and the library at Berkeley City College had provided DSPS computer stations for priority use by students with disabilities. While Room 262 had been established to serve as an AT center for students with disabilities, the

computers in this space have not been maintained in recent semesters and are thus underutilized by students. In cooperation with the Office of Instruction and the Information Technology department, it is recommended that the above listed adaptive hardware and software be made available to DSPS students on computer stations located in the library, open computer labs, and other student areas.

BCC administrators requested an AT plan for DSPS and BCC, a plan which outlines the challenges of providing AT to DSPS students. The biggest challenge is designating a place for an AT lab where students can learn and use assistive technologies. The plan is being used by BCC administration as a framework for addressing this issue.

D. Program goals and how they are measured

The goal of the DSPS program is to provide full access for students with disabilities as mandated by the 1972 Federal Disabilities Act, the State of California Lanterman Act, California Education Code, the Americans with Disabilities Act, and the Chancellor's Office.

To meet that goal, DSPS provides eligible students with academic accommodations to better ensure their success in their college education, and to teach them self-advocacy skills which they can use beyond the college as they further their education beyond community college or seek employment.

There is a DSPS advisory committee that meets each spring semester. The meetings are held in advance of the next academic year in an effort to update committee members on what is happening at the college and in DSPS. This meeting also serves to solicit input and feedback from committee members regarding issues DSPS needs to examine and in some instances address. Advisory committee members are from key agencies in the Berkeley area, agencies which provide disability support services and programs to people with disabilities. These committee members also provide contact and updates regarding their programs and services, many of which DSPS students can benefit from. In addition to the annual meeting, committee members are encouraged to contact and meet with DSPS staff as needed and act as liaisons between DSPS and the individual agencies as a whole. The committee members also invite DSPS staff to attend meetings or functions sponsored by their respective agencies in an effort to provide basic information and orientation to DSPS.

E. How is accomplishment of program goals assessed?

DSPS has created program goals based on the DSPS mission and BCC Student Services SLOs. In order to successfully accomplish program goal assessment, DSPS must assess the program's SLO. DSPS is scheduled to begin SLO assessment in November 2012 to be concluded in January 2013, when the findings of the assessment will be used to assess program goals.

II. Student Demographics of Those Using Your Services (by numbers)

A. Who is served by DSPS —see tables below

| BCC DSPS Age Groups | Student Count 2009-2010 | Percent of Students | Student Count 2010 - 2011 | Percent of Students | Student Count 2011 - 2012 | Percent of Students |
|--------------------------|-------------------------|---------------------|---------------------------|---------------------|---------------------------|---------------------|
| Total Number of Students | 401 | 100% | 409 | 100% | 415 | 100% |
| 1 - < 18 | 4 | 1.00% | 7 | 1.71% | 7 | 1.69% |
| 18 – 19 | 50 | 12.47% | 51 | 12.47% | 64 | 15.42% |
| 20 to 24 | 91 | 22.69% | 108 | 26.41 | 101 | 24.34% |
| 25 to 29 | 40 | 9.98% | 41 | 10.02% | 38 | 9.16% |
| 30 to 34 | 28 | 6.98% | 23 | 5.62% | 31 | 7.47% |
| 35 to 39 | 31 | 7.73% | 26 | 6.36% | 26 | 6.27% |
| 40 to 49 | 56 | 13.97% | 43 | 10.51% | 47 | 11.33% |
| 50 + | 100 | 24.94% | 109 | 26.65% | 100 | 12.29% |
| Unknown | 1 | 0.25% | 1 | 0.24% | 1 | 0.24% |

| BCC DSPS Gender | Student Count 2009-2010 | Percent of Students | Student Count 2010 - 2011 | Percent of Students | Student Count 2011 - 2012 | Percent of Students |
|--------------------------|-------------------------|---------------------|---------------------------|---------------------|---------------------------|---------------------|
| Total Number of Students | 401 | 100% | 409 | 100% | 415 | 100% |
| Female | 218 | 54.36% | 233 | 56.97% | 228 | 54.94% |
| Male | 160 | 39.90% | 155 | 37.90% | 151 | 36.39% |
| Unknown | 23 | 5.74% | 21 | 5.13% | 36 | 8.67% |

| BCC DSPS Ethnicity | Student Count 2009-2010 | Percent of Students | Student Count 2010 - 2011 | Percent of Students | Student Count 2011 - 2012 | Percent of Students |
|----------------------------------|-------------------------|---------------------|---------------------------|---------------------|---------------------------|---------------------|
| Total Number of Students | 401 | 100% | 409 | 100% | 415 | 100% |
| African American | 120 | 29.93% | 125 | 30.56% | 106 | 25.54% |
| Native American Indian / Alaskan | 3 | 0.75% | 3 | 0.73% | 1 | 0.24% |
| Asian | 22 | 5.49% | 32 | 7.82% | 26 | 6.27% |
| Filipino | 2 | 0.50% | 3 | 0.73% | 4 | 0.96% |
| Hispanic | 38 | 9.48% | 50 | 12.22% | 62 | 14.94% |
| Pacific Islander | 1 | 0.25% | 1 | 0.24% | 2 | 0.48% |
| Two or more races | 4 | 1.00% | 9 | 2.20% | 18 | 4.34% |
| Unknown | 104 | 25.94% | 65 | 15.89% | 51 | 12.29% |
| White Non-Hispanic | 107 | 26.68% | 121 | 29.58% | 145 | 34.94% |

III. Student Performance and Feedback

A. How do students who receive services perform, and how do their counterparts who do not receive services perform?

See Tables below.

| BCC DSPTS Retention Rate vs. BCC Non-DSPTS Retention Rate Three year trend | Census Enrollment | Retained | Retention Rate |
|--|-------------------|----------|----------------|
| DSPTS Fall 2009 | 633 | 4497 | 75.00% |
| Non-DSPTS Fall 2009 | 16262 | 12247 | 75.30% |
| DSPTS Fall 2010 | 720 | 518 | 71.90% |
| Non-DSPTS Fall 2010 | 15602 | 11859 | 76.00% |
| DSPTS Fall 2011 | 595 | 426 | 71.60% |
| Non-DSPTS Fall 2011 | 14834 | 11161 | 75.20% |

When compared to BCC campus retention rates, DSPTS students were on par with their non-disabled peers in fall 2009. DSPTS retention rates for fall 2010 and fall 2011 were lower than non-DSPTS retention rates.

| BCC DSPTS Success Rate, 3-year trend | Total Graded | Success | Success Rate | Withdrawal | Withdrawal Rate |
|--------------------------------------|--------------|---------|--------------|------------|-----------------|
| DSPTS Fall 2009 | 621 | 405 | 65% | 124 | 20% |
| Non-DSPTS Fall 2009 | 15120 | 9843 | 65.10% | 2872 | 19% |
| DSPTS Fall 2010 | 651 | 412 | 63% | 133 | 20% |
| Non-DSPTS Fall 2009 | 14500 | 9834 | 67.80% | 2633 | 18% |
| DSPTS Fall 2011 | 561 | 353 | 63% | 134 | 24% |
| Non-DSPTS Fall 2009 | 14122 | 9271 | 65.60% | 2941 | 21% |

When compared to BCC campus success rates, DSPTS students had slightly higher success rates than non-DSPTS students.

B. What do students have to say about DSPTS?

With the assistance of BCC administration, DSPTS has developed an assessment tool to survey students. The majority of DSPTS students maintain ongoing enrollment at BCC and regularly seek DSPTS guidance and request accommodations. These regularly enrolled students are likely to be the students who will complete the survey, the information of which is to be collected by the end of the fall 2012. Upon completion, the survey's findings can be analyzed to assess and improve the effectiveness of DSPTS' offerings.

IV. Program Effectiveness

A. Interdepartmental/program/campus collaboration

1. How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?

DSPS supports other administrative, student services, and academic units in a variety of ways. DSPS staff and faculty assists non-DSPS faculty by helping them to address and implement student accommodations, especially testing accommodations. BCC faculty often contacts DSPS staff in regards to working with students enrolled in the program and what services are available to serve students. DSPS staff has always been available to do presentation for students and faculty, and with the establishment of the campus' Teaching and Learning Center, DSPS related workshops and trainings will be available for BCC faculty and staff.

DSPS staff works collaboratively with BCC administrators to address disability-related concerns from students and the campus community. DSPS staff and BCC administrators work together to focus on the areas of DSPS where improvements can be made to better serve BCC students, staff, and the community-at-large.

As a part of BCC Student Services, DSPS staff works collaboratively with various student programs. DSPS shares some of the same students with other BCC student services: EOPS, Counseling, TRIO, CalWORKS, Veteran's Programs, and the PACE program. DSPS counselors create student education plans (SEPs) which are designed to address the disability limitations of students with disabilities. The SEPs are then used by other BCC professionals to guide DSPS students towards their educational goals. (These plans are also used for the Financial Aid Office, specifically for students who are on financial aid progress probation.)

DSPS works collaboratively with other non-student services departments to effectively address student needs. The Information Technology department assists DSPS in addressing technology issues affecting access for students with disabilities. If these issues are left unattended, it would compromise the legal obligations of the college. The Facilities staff assists DSPS in addressing classroom furniture accommodations and maintaining physical access on the campus (moving furniture, keeping pathways clear, fixing automatic door openers). DSPS staff works with the Office of Instruction to address issues related to supporting students with disabilities, especially situations which require faculty input to resolve.

B. Quantity of program/department/service delivered (student utilization of services and student engagement)

1. Numbers of students served

In the academic year 2011 - 2012, 415 students received services from DSPS , a decrease of 3.5% from 2009 to 2012. The reasons for the decrease can be attributed to issues facing the entire community college system in California: fewer class offerings (especially for disability related classes) and increases in the cost of attending college.

2. How many appointments/contacts with students do you have on any given day?

In a week, the incumbent .67 Counselor can meet with up to 20 or more students. The .67 Coordinator / Counselor spends up to 5 hours per week coordinating DSPS , and the remaining hours are spent meeting with up to 15 or more students. The 1.0 LD Specialist will work with up to 10 to 20 students per week, depending on the services provided. LD assessments are (at minimum) a 15 hour process and considerable time is spent with pre-assessment and screening. The LD Specialist may spend time consulting with students regarding learning skills and interventions, a process that takes less time with students.

Based on the present staffing configuration, up to 50 or more DSPS students will meet with DSPS faculty in a fully scheduled week. This doesn't include student contact with DSPS office staff regarding issues such as registering note-takers, testing accommodations, note pick-up, making appointments, or crisis intervention. Once there is full staff in place, with a full-time DSPS Counselor/Coordinator (hiring in progress) and a full-time DSPS Counselor, the number of appointments/contacts could be 65 to 90 in a week, including those contacts made by the LD Specialist.

V. Service Area Outcomes

A. List the Service Learning Outcomes (SAOs/SLOs) that are presently being assessed. Describe the activities that will be or have been implemented to achieve the SLOs

DSPS has developed 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.*

(The DSPS SLOs can be found at the following website:

http://www.berkeleycitycollege.edu/wp/student_service_programs/files/2011/08/DSPSSLO-2011-12-2.pdf.)

In order to assess the SLOs, DSPS students are asked to complete a short, six-question survey measuring their perception of the extent to which DSPS services are helping them to identify their own educational strengths and their capacity to overcome disability-related limitations. The survey format is designed so that students are able to rate the program's ability to increase the student's awareness of the importance of knowing one's own educational strengths and disability-related limitations, as well as their responsibility in implementing accommodations in the classroom.

DSPS will complete SLO assessment in January 2013, when the findings of the assessment are written in a report to inform program offerings and implementation of program improvements. By June 2013 these improvements will be in place at DSPS, thereby effectively closing the loop between assessment and program goals.

B. What additional SAOs/SLOs should be considered to demonstrate what your student should know and/or be able to do as a consequence of the services provided by your unit?

Additional DSPS SLOs will be considered for assessment upon completion of the first SLO assessment. This would allow the DSPS to make improvements stemming from the initial assessment and address other DSPS SLO in the interest of both student need and the DSPS Mission.

VI. ACTION PLAN: Using the results of the data collected and discussed in this program review, identify:

A. The future needs of the program/service area

Future needs of DSPS are also the current needs of DSPS.

Personnel

- **Full-time Counselor/Coordinator:** BCC is in the process of hiring this position. The coordinator's role is important in the support of campus faculty and staff who often need guidance when educating and working with DSPS students.
- **Full-time DSPS Counselor:** Filling this position would DSPS with the necessary staffing to provide legally mandated and timely services to students with disabilities.
- **Full-time Staff Assistant:** This position would support DSPS testing accommodations and other DSPS administrative duties as assigned.

Facilities

- **An assistive technology (AT) lab:** This lab would house state-of-the-art equipment and software for the creation of and provision of alternate media accommodations. This lab would also serve as a place where students can receive training on how to use their alt media and assistive technologies.
- **DSPS testing accommodations space:** 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.

Program

- **Updating DSPS Handbooks and DSPS forms**

- **Improving on-campus outreach** to strengthen student and faculty awareness of disabilities and PSSD services, including LD assessment and accommodation prescriptions;
- **Improving outreach to the off-campus community**, including but not limited to community based organizations, local high schools, local colleges and universities, and the Department of Rehabilitation;

Technology

- **New and updated technologies** for staff effectiveness and efficiency, as well as access for DSPTS students. A list of hardware and software has been outlined in earlier in this document.
- **A DSPTS technology assessment** to advise the program on systems, products, and trainings that can maximize office management effectiveness and minimize costs.
- **Technology to improve DSPTS student record management.** A recent transition to electronic forms has permitted staff to save on cost and to streamline many processes. However, there is a substantial limitation of our ability with respect to automation, filing, and data mining without the addition of a dedicated workflow database management system.
- **Implementation of a DSPTS tracking system for equipment loaned to students** in collaboration with the BCC library which already uses a bar code system to track book loans. A tracking system would increase the rate of return for loaned equipment, decrease the need (and cost) of replacing non-returned equipment, and ensure all DSPTS students have continued access to equipment.

In addition to the standard technologies used in the program, new technologies are emerging which can accommodate the reading preferences for students with a variety of disabilities. Tablet computing and handhelds, along with a number of software applications (apps), can be used to support students with disabilities. Varying degrees of accessibility is now common to many mainstream products as part of the core features or at a nominal cost. The following recommendations should be considered for purchase for training and use in the AT lab only (not for loaning to students for use outside of the lab):

- iPad
- iPod Touch
- Amazon Kindle
- Android Tablet
- Victor Reader Stream
- Refreshable Braille

In 2010, the Berkeley Center for Accessible Technology (CforAT) had proposed coordinating with BCC on an enhanced public computing center system to better meet the needs of students with different technology needs based on the limitations of a particular disability. The proposal included a “smart cards” system, where cardholders could access a computer at BCC and at other Berkeley locations and from their homes. (CforAT is also proposing a public computing center at

the Department of Rehabilitation Ed Roberts Campus in Berkeley). Given BCC's location in the birthplace of disability rights and access, this project could be an example of best practices regarding access of technology for people with disabilities.

Additional Questions to address accreditation Recommendation #5

If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

Since the 2008 – 2009 academic year statewide funding for DSPS has been reduced by approximately 45%. DSPS, along with disability service programs at the other PCCD campuses, had to make adjustments for this loss of funds. This reduction in budget affected DSPS' ability to hire and retain full-time program staff. Funding issues have affected the program's ability to purchase, upgrade, and maintain software and hardware tools for both DSPS staff and student use. As discussed previously, assistive technologies for students, to include equipment to loan students (i.e. digital recorders, SmartPens, alternate media players, assistive learning devices) is an important part of learning for many students with disabilities.

How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

Fortunately for DSPS, there is 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 2011 – 2012 budget for DSPS, the college district contributed 36% of the program's cost, over \$200K beyond 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 issues are being addressed. As of August 2012, a new full-time LD Specialist has been hired to coordinate the LD program and services. The LD Specialist, in collaboration with the LD Specialists at the other PCCD colleges, is writing curriculum for a learning strategies course designed to assist students with learning disabilities to identify and use strategies for studying. It is anticipated that this class will be offered in the fall 2013 semester.

At the time of this writing, the college is in the process of hiring a full-time Coordinator / Counselor for DSPS. BCC administrators are working with DSPS staff to identify ways to support the program's need for an AT center, testing accommodations space, and staffing for the front office. DSPS has been able to buy specific technologies which can be used by students with disabilities, and has been encouraged by the support of BCC administration to identify ongoing needs of the program.

What does the department recommend that the college do to maintain quality educational programs and services?

A staff mental health counselor would help BCC students deal with their emotional and other mental health issues so they can be better students. This need is particularly important to all BCC students, especially given the stresses students are experiencing in these times of budget cut-backs, overfilled classrooms, and checkered availability of courses needed to fulfill educational plans and meet graduation timelines. Many students and other typical (and atypical) stressors associated with the educational process. In many cases, students with disabilities are more

vulnerable to these associated stressors, thus BCC DSPS students may benefit more from these services.-

All BCC students would benefit from more tutoring services, services that are free and available on a drop-in basis. Tutoring should be offered in a variety of subject areas, but the need for math and science tutoring is always in highest demand. This objective could be met in part by the hiring of instructional assistants, or in part by training and hiring peer tutors that have successfully completed college courses. Better access to tutoring will have a positive correlation with the success, persistence, and retention rates of all BCC students.