**Peralta Community College District**

## Annual Program Update 2012-13

**COA DSPS Non-Instructional**

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| Overview | |
| Date Submitted: | 10-4-11 |
| Data Download Date: | 8-18-11 |
| Program/Department: | DSPS |
| Campus: | COA |
| Administrator: | Kerry Compton |
| Department Chair; Coordinator: | Helene Maxwell |
| Mission Statement: | In order to serve students effectively, the following mission statement has been adopted by all DSPS staff:  **Opportunity**: To ensure equal educational opportunities to students with disabilities who have the potential for achieving academic and vocational goals consistent with a community college program.  **Empowerment:** To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and the community.  **Awareness:** To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities. |

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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). | | | |
| Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
| Headcount | 436 | 422 | 339 |
| Census | 1650 | 1576 | 1167 |
| FTES | 159.83 | 141.85 | 105.44 |
| Total Graded | 1261 | 1259 | N/A |
| **Retained** | 1044 | 1061 | N/A |
| **Percent Retained** | 63% | 67% | N/A |
| **Success** | 889 | 867 | N/A |
| **Percent Success** | 70% | 68% | N/A |
| **Withdraw** | 217 | 198 | N/A |
| **Percent Withdraw** | 17% | 15% | N/A |

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| 1. **Faculty Data (non-instructional)** | |
|  | **Fall 2011** |
| Contract FTEF | 4.5 (2.0 grant funded) |
| Hourly FTEF | 0 |
| Extra Service FTEF | 0 |
| Total FTEF | 4.5 |
| % Contract/Total | 100% |

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| Faculty Data Comparables F2011 | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 4.5 | N/A | N/A | N/A |
| Hourly FTEF | 0 | N/A | N/A | N/A |
| Extra Service FTEF | 0 | N/A | N/A | N/A |
| Total FTEF | 4.5 | N/A | N/A | N/A |
| % Contract/Total | 100% | N/A | N/A | N/A |

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| 1. **Classified Staff Data** | | |
|  | **Fall 2011** | |
| Contract FTEF | 2.0 | |
| Hourly FTEF | 2.5\* (2.0 grant funded) | |
| Extra Service FTEF | .5 | |
| Total FTEF | 5.0 | |
| % Contract/Total | 40% | |
| 1. **Accomplishments and Goals - Course SLOs and Assessment** | | | |
| Number of active courses in your discipline | | 11 | |
| Number with SLOs | | 11 | |
| % SLOs/Active Courses | | 100% | |
| Number with SLOs that have been assessed | | 11 | |
| % Assessed/SLOs | | 100% | |
| Describe assessment methods you are using | | Test, portfolio, written assignments | |
| Describe results of your SLO assessment progress | | 100% | |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment** | |
| Number of degrees and certificates in your discipline | N/A |
| Number with Program Learning Outcomes | Program Outcomes for DSPS:3 |
| Number assessed | 3 |
| % Assessed | 100% |
| % Assessed/SLOs | 100% |
| Describe assessment methods you are using | Student surveys; documentation of funding applications |
| Describe results of assessment progress | Baseline data gathered in Spring ’11 for comparison in Spring ‘12 |

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| 1. **Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | Success rates for DSPS students are higher than the college as a whole: DSPS Fall ’09 70%: College 65.5%; DSPS Fall ’10 68%: College 66%. Retention is in line with college rates. Withdraw rates are lower than College: DSPS Fall ’09 17%: College 19.8%; DSPS Fall ’10 15%: College 16.8%.  Fall ’11 FTES for DSPS students is lower than in previous years. Students with disabilities are having the same problems in accessing classes as their non-disabled peers: i.e. class sections have been cut and classes fill more quickly. DSPS will emphasize with students the importance of priority registration.  Because of funding cuts, DSPS did not offer math support classes in Spring ’11 or Fall ’11. Students report that without those classes, they are having great difficulty in their math courses and that the level of support available in the mainstream math lab isn’t sufficient for their success. It is critical to find a method of providing math support, especially since the math requirements for an AA degree have increased. DSPS will work with the college and math faculty to propose creation of a math learning community so that students get the instruction and support needed for their success. |
| Engage our Communities & Partners | College to Career (C2C) and WorkAbility III (WA III) grants actively engage businesses and community agencies in implementing program goals. An Advisory Committee specifically for C2C will be formed. Local businesses will be invited to become involved in providing opportunities for job shadowing, practice job interviewing, mentoring, internships, and employment. |
| Build Programs of Distinction | COA received one of only five grants in the state for the C2C program; WA III has the highest placement rate of any WorkAbility III program in the state. These programs will continue to develop innovative ways to improve student success. |
| Create a Culture of Innovation & Collaboration |  |
| Develop Resources to Advance & Sustain Mission | College to Career Grant–Dept of Rehabilitation  WorkAbility III Contract – Dept of Rehabilitation |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | College to Career; expansion of WorkAbility III |
| Programs Integral to Overall College Strategy | DSPS services are integral to the college’s mission and legal obligation to provide equal access to instruction for students with disabilities. |
| Programs Essential for Transfer |  |
| Programs that Serve a Community Niche | COA has the only program in Peralta for students with acquired brain injury. It is an acknowledged model program state-wide. Counselors, classroom instructors, professionals at local medical facilities, and community and family members enthusiastically recommend the class and students recommend it to their peers. The Advisory Committee members expressed concern that the vacancy created by Becky Stone’s May ’09 retirement has not been filled by a permanent instructor.  The frequency of acquired brain injury in the United States is estimated to be one in every fifteen seconds. At one time traumatic brain injury caused higher mortality rates. Now because of improved medical care, more people with ABI survive but have significant cognitive challenges.  In addition to students currently being served, there is an increasing numbers of veterans who are expected to attend college, especially because of recently expanded educational benefits. Large numbers of these Iraq war veterans are returning home with acquired brain injuries suffered in war. The College must be prepared to serve these students effectively.  The Vocational Living Skills classes have provided instruction to students with developmental disability since 1979. Because of funding cuts, those classes are being phased out. However, DSPS is working with parents to explore the possibilty of providing those classes as Contract Education with local K-12 school districts. |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | There are educational and technology barriers for students with disabilities. Web pages and college document, including the class schedule, are not fully accessible online for students who use assistive software. DSPS will work with the college to improve access, particularly as the college implements a new web site design. |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | Partnerships created led to successful application for $250,000/4-year grant to serve students with intellectual disabilities or autism. C2C program works actively with community partners to target jobs based on labor market demand. WorkAbility III program identifies job opportunities based on students’ specific skills and interests and has met job placement goals, in spite of the recessionary job market. |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion | Success rates for DSPS students are higher than for the college as a whole; however, because of funding cuts, the academic supports available are diminished. Goal is to find alternative funding for supports. |

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| 1. **Action Plans and data sources (indicate which data sources used)** | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | With support of college and district staff, DSPS will identify and apply for additional grant funding for instructional assistants in the Learning Skills program, especially for math;  DSPS will work with parents and community advocates to pursue the option of providing Vocational Living Skills classes as Contract Education;    DSPS will explore pilot project in using universal design strategies with students enrolled in COA Student Success Learning Communities.  DSPS will participate in training to implement SARS as a primary vehicle to document student contacts. |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |

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| 1. **Needs and data sources (indicate which data sources used)**   **Please prioritize in each category, with highest priority first.** | |
| Please describe any **equipment, material and supply** needs. | Non-instructional:   1. Office computers 2. Office printers 3. Updated software 4. File Cabinets 5. Ergonomic chairs/desks 6. Telephones 7. Office supplies |
| Please describe any **faculty/classified/student assistant** needs. | 1.0 Intake/Data Specialist: MIS/Contract compliance for grants; student assistants for note taking; sign language interpreters; testing accommodations assistant. |
| Please describe any **facilities** needs. | Ensure there is sufficient swing space for DSPS services and instruction, including grant-funded staff and activities, when buildings C and D are demolished. |
| Please describe any **technology** needs. | Replace office computers and printers; update all software on office computers, including access to SARS for student log-in and counselor scheduling. |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |