

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2014-2015

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	11/7/2014
College	College of Alameda	Administrator:	Dr. Alexis Montevirgen
Unit/Area	DSPS		
Completed By:	Rachel Goodwin, DSPS Coordinator		
Mission/History and Description of Service Provided <i>Brief, one paragraph.</i>	<p>The primary focus of DSPS is to support students in mainstream classes by providing educational and vocational support services for students with disabilities enrolled in courses at College of Alameda.</p> <p>The following mission statement has been adopted by all DSPS staff:</p> <p>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.</p> <p>Empowerment: To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and the community.</p> <p>Awareness: To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities.</p>		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-POs)</i>	<p>1. SLO: Students will improve self-advocacy skills in communicating with DSPS staff about needed accommodations including note-takers and Alternate Media.</p> <ul style="list-style-type: none"> Counselors and DSPS instructors will coach students to talk with instructor if a note taker for the class has not been identified; if that is not successful, student will inform DSPS staff. Measure: Increase in percentage of classes where note takers are identified. DSPS will provide information to faculty about Alternate Media to secure their cooperation and coach student in talking with instructors so that students receive class materials in a timely manner. Measure: Increase in percentage of course syllabi and class reading sequence received from instructors. <p>2. PLO: DSPS will more fully use the SARS system to document services provided to students and will participate in the SARS workgroup. Measure: Evidence of use of SARS by counselors and staff; staff participation in workshops or trainings to identify features of SARS that are not currently being used;</p> <p>3. PLO: DSPS staff will increase knowledge of technology used by students Measure: All staff will participate in training on assistive technology available to students in the Adapted Computer Lab.</p>		

<p>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</p>	<p>SLO #1 is mapped to College ILO #1 Problem Solving and Decision Making Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.</p> <p>PLO #2 is mapped to College Institutional Objective A.2 Student Success: Increase student’s participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>PLO #3 is mapped to College Institutional Objective D.4 Expand the Use of Technology: Provide opportunities for training in Moodle, use of library databases, online teaching and learning resources, online student support services, web-based educational software/applications, smart classrooms, and administrative applications.</p>
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II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments											
	Year	DHH ¹	ABI ²	LD ³	Vision	Mobility	Other ⁴	DDL ⁵	Speech	Psych ⁶	TOTAL
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.	2013-14	14	27	107	21	62	281	20	5	68	605
	2012-13	15	32	101	22	53	265	17	2	63	570
	2011-12	30	40	110	20	50	252	21	4	46	573
	2010-11	20	36	125	19	40	224	40	2	63	569
	2009-10	12	37	114	27	39	204	55	5	53	546
	2008-09	16	38	106	23	39	158	50	2	49	481
Include data used to assess your SLO/SA O/PLOs	¹ DHH – Deaf/Hard of Hearing ² ABI – Acquired Brain Injury ³ LD – Learning Disability ⁴ Other - includes persons with chronic health problems; persons who come to the college with disability documentation for learning problems but who have not yet been tested at the college; persons in recovery from drug or alcohol abuse that has significantly affected learning; and other disabilities that are not already included in the previous funding categories. ⁵ Developmentally Delayed Learner/Student with Intellectual Disability ⁶ Psychological Disability										
	<p>In 2013-14, DSPS served approximately 35 more students than in the previous three years; the “weighted student counts” that determine state allocation were similar to 2012-13. We served modestly more students who are identified as having a learning disability, and this disability category generates proportionately more funding.</p>										
	<p>Because of state funding cutbacks in prior years, we no longer have a PT Learning Disability specialist to assist with LD assessment. Thus, many students who may have a learning disability are counted in the “Other” category which generates proportionally less funding. This “Other” category accounted for 45.7% of our service growth in 2013-14.</p>										
	<p>The DSPS counselors and the Learning Disability Specialist will collaborate to determine if there is existing documentation available for specific students to move them to the LD funding category.</p>										

Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>The DSPTS Advisory Committee met in May 2013 to receive updates on DSPTS programs and to learn about SB 705, a bill to increase state funding for DSPTS. In spring 2014 DSPTS faculty/staff and student attended a SB 705 meeting in Sacramento. The Alameda Unified School District transition program grant was implemented to provide a transition path for high school students with disabilities who elect to receive a certificate of completion rather than a HS diploma and would, therefore, not be eligible for financial aid support</p> <p>There is clearly a need to communicate on a more regular basis with agencies and districts that are referral sources to DSPTS in general and the specific grant-funded programs.</p> <p>Our new C2C coordinator met with the C2C interest group at the California Association of Postsecondary Disability conference in October 2014 to collaborate on best practice and guidance to the College to Career program. Foci included providing information about the C2C program to community members and to seek their assistance in identifying internship and job placement opportunities for students in the C2C program, creating CTE opportunities for students with Intellectual Disabilities and improving outcomes.</p> <p>DSPTS and C2C staff are participating in community groups influencing the implementation of Assembly Bill 86 which is redefining the roles of Community Colleges and Adult Education.</p>

Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	<p>All staff are professionals who take pride in the quality of work they do and the service they provide to students;</p> <p>DSPS staff collaborate and are willing to be cross-trained;</p> <p>Student success rates for students who participate in DSPS are better than or comparable to students without disabilities;</p> <p>DSPS has been successful in incorporating grant-funded and contract education programs;</p> <p>DSPS serves a wide range of students with varying disabilities because of the comprehensive nature of the programs including the Acquired Brain Injury Program, WorkAbility III, the Learning Skills program, and the College to Career program for students with intellectual disability.</p> <p>In 2014-15 DSPS funding from the CCCCCO has increased for the first time since cuts began over 5 years ago.</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>Office space is inadequate for the growing staff who are part of grant-funded programs;</p> <p>Prior years' budget cuts have affected our staffing and ability to serve students fully and in a timely manner;</p> <p>There is a need to collaborate more with other DSPS programs in the District, for example to create common forms that can be available electronically (SAM file management). This would streamline students' access to DSPS at any of the PCCD colleges.</p>
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>Grant funding has provided opportunities for DSPS to serve additional students and to broaden the range of disabilities of students in the program</p>
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>There is not enough space for staff and files;</p> <p>There is insufficient funding to hire additional staff needed to provide Alternate Media and other services;</p> <p>The schedule of classes is not accessible and usable to students who use assistive technology, e.g. screen readers;</p> <p>Information needed to enroll students by the priority registration date is not available in a timely manner.</p>

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

Identify funds for Staff Development;

Provide in-house training for staff within DSPS and for the College, for example in increasing faculty awareness of the process for DSPS to provide Alternate Media for classroom materials, texts, tests;

Offer Orientation for new and continuing students a few weeks before the semester starts;

Offer Disability Awareness activities for students, faculty and staff;

Seek administrative support to fund sign language interpreters, note takers, and assistants for the Learning Skills math and English groups to ensure equal access;

Increase skill in working with students with significant mental health problems;

Expand training in Universal Design for Learning across the campus to provide improved access for all students.

Collaborate with other DSPS programs in the District on file sharing technologies available to create common forms and streamline student access to any DSPS throughout the PCCD

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

Below are the enrollment figures for COA DSPS classes. The purpose of all of the classes is to increase student success for DSPS students in mainstream courses.

Currently we're not able to quantify the FTES generated by DSPS students in regular classes because the data are not available through the district. However, in the past when we have done follow-up, we have seen consistently that students with disabilities who use DSPS services have higher success and retention rates than students with disabilities who do not participate in DSPS.

Enrollment in COA DSPS Classes*

Catalog	Description	Instructor	Session	Fall13	Fall13
				CENSUS	FTES TOTL
LRNRE:211	COMPUTER ACCESS	Maxwell,H	DOE	20	0.93
LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	17	1.09
LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	15	1.71
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	24	0.76
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	26	0.55
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	46	1.31
LRNRE:272	COMPUTER ACCESS PROJ	Maxwell,H	DOE	58	3.42
LRNRE:276	LEARNING STRAT/ALG & GEOM	Rex,L	DOE	35	1.26
LRNRE:277	MATH CONCEPTS/STRATEGIES	Rex,L	DOE	16	0.56
LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	DOE	23	0.98
				280	12.57

Catalog	Description	Instructor	Session	Spring 14	Spring 14
				CENSUS	FTES TOTL
COUN:207C	CAREER EXPLORATION	Rowland,J	DOE	12	0.35
COUN:501	COUNSELING LRNG LAB	Maxwell,H	DOE	48	1.24
LRNRE:211	COMPUTER ACCESS	Maxwell,H	DOE	13	0.73
LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	11	0.94
LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	15	1.05
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	16	0.5
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	32	1.09
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	39	1.27
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	19	0.34
LRNRE:272	COMPUTER ACCESS PROJ	Maxwell,H	DOE	43	2.41
LRNRE:276	LEARNING STRAT/ALG & GEOM	Rex,L	DOE	26	1.09
LRNRE:277	MATH CONCEPTS/STRATEGIES	Rex,L	DOE	6	0.28
LRNRE:279	COMMUNICATION STRATEGIES	Post,M	DOE	17	0
LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	DOE	24	0.94
				321	12.23

*Does not include enrollment in Contract Education Alameda USD Transition classes.

Increase Student Success

The primary goal of DSPS is to increase student success for DSPS students in mainstream courses. Success rates are significantly higher for DSPS students than for the college as a whole, and the withdrawal rate is significantly lower. Data for 2013-14 was not available, so the most recent data available is included here.

	Term	College	Total Graded	Success	Success Rate	Withdrawal	Withdraw Rate
College	2012 Fall	Alameda	11,047	7,559	68.40%	1700	15%
College	2013 Spring	Alameda	13,498	8,974	66.50%	2680	20%
DSPS	2012 Fall	Alameda	1056	793	75.00%	105	10%
DSPS	2013 Spring	Alameda	1074	810	75.42%	127	12%

A review of 2013-14 Learning Communities data reveals that DSPS students accounted for 24.5% of all COA students enrolled in Learning Communities in Fall 2013, and 21% of all COA students enrolled in LCs in spring 2014.

2013-14 - DSPS and non-DSPS students in COA Learning Communities

Term		Enrolled	Passed	% Passed
Fall 2013	DSPS	51	43	84%
Fall 2013	non-DSPS	157	124	79%
Fall 2013	Total	208	167	80%
Spring 2014	DSPS	32	26	81%
Spring 2014	non-DSPS	120	80	67%
Spring 2014	Total	152	106	70%

DSPS = 32/152 = 21% of spring 2014 COA Learning Communities

DSPS = 51/208 = 24.5% of fall 2013 COA Learning Communities

Increase Persistence

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.

COA Fall to Spring Persistence Rates

Data for 2013-14 was not available, so the most recent data available is included.

Year	DSPS	College
2009-10	74%	70%
2010-11	71%	69%
2011-12	65%	69%
2012-13	70%	74%

The persistence rates of DSPS students for 2013-14 was not available. It had decreased in 2011-12 and 2012-13 as compared to the previous two years and as compared to the college as a whole.

The academic year 2013-14 was the fifth consecutive year of state funding cuts of 45%; 2014-15 is the first year in which some funding is being restored. Despite inadequate funding, DSPS must serve each qualified student with a disability who seeks services; i.e. we may not limit the number of students we serve. However, staff have been stretched to the maximum because all COA DSPS staff have taken on additional responsibilities due to prior years' cuts. As a result, the amount of time available to work with each individual student has diminished. That may be having an effect on persistence. In addition, providing note takers is a required service, but we have had difficulty finding in-class note takers, at least in part because we've reduced the stipend paid to student note takers.

**Increase
College
Completion**

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

Data unavailable at this time.

COA DSPS Counselors create Student Ed Plans which include goals for transfer, degree, or certificate completion. This work contributes to the college's completion goals. Counselors also help students make connections with Disability Service Programs' outreach activities at UC Berkeley and other local colleges.

Some other DSPS programs discontinued providing SEP's when the budgets were slashed.

III. RESOURCE NEEDS Human Resource/Personnel <i>Please describe any human resource/personnel needs for your unit/area.</i>				
Current Staffing Level:		Headcount	FTE Equiv.	FTE Partially or wholly grant funded.
	Faculty (Permanent)	8	7.677	3.0
	Faculty (PT/Adjunct)	2	1	1.0
	Classified Staff (Permanent)	2	2.0	0
	Classified Staff (Hourly)	11	5.0	4.0
	Students	3	1.5	1.0
	ICC/Consultant/Other	0	0	0
Narrative: <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i> <i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i> <i>Describe implications of the current staffing level in your unit/area to overall service delivery.</i>	<p>As of fall 2014 DSPS has hired: a permanent 1.0 Coordinator/Counselor to meet student success needs, a grant-funded 1.0 C2C Program Coordinator and a .5 permanent Assistive Technology instructor.</p> <p>As noted above, many of the positions in DSPS are funded through grants. The College to Career program will be funded for an additional three years 2014-17. New staff will need to be hired to meet the grant's requirements. 1.0 Job Developer (.5 C2C/.5 WorkAbility – hiring is in process); 1.0 Educational Coach</p> <p>Additional hourly sign language interpreters, note-takers, and Alternate Media staff and student assistants are needed to provide mandated services.</p> <p>Hourly instructional assistants in the Learning Skills program needed for coaching students in English and math support classes.</p> <p>The part-time LD specialist was eliminated because of budget cuts. Restoration of an hourly LD specialist to assist in LD testing would provide needed services to students and could increase state funding because of the "weighted student count" funding formula.</p> <p>Hire 1.0 Intake Data Specialist, paid from grant funding to meet requirements of contracts with Department of Rehabilitation.</p>			

<p>Human Resource/Personnel Requests <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<p>1.0 Job Developer (.5 for College to Career and .5 for WorkAbility – <i>hiring is in progress fall 2014</i>)</p> <p>1.0 Educational Coach/ Instructional Assistant</p> <p>Hourly Learning Disability Specialist</p> <p>Hourly Instructional Assistants to work with the Learning Skills program and Adaptive Computer Lab.</p> <p>1.0 Intake/Data Specialist – new job description</p> <p>Hourly sign language interpreters, student note-takers, Alternate Media staff and student assistants.</p>
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Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p>Narrative: <i>Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</i></p>	<p>The number of staff in DSPS has grown and there is insufficient space currently for all DSPS staff. This will be compounded when the WorkAbility staff in F212 are displaced because of remodeling in that area and by the planned changes/replacement of the C&D buildings.</p> <p>In addition, the College to Career grant has been renewed for 2014-17 and WorkAbility received a significant augmentation and accompanying increase in the contract’s outcomes, all of which require additional staffing. These staff members will need appropriate work space, including space for confidential work with students involved in the grant funded programs. Currently staff is dispersed; it would be ideal to have their workspaces in a contiguous area.</p> <p>The DSPS administers proctored exams for students with disabilities and needs sufficient space to accommodate the students, particularly during peak times (e.g. midterms, finals). The space must have sufficient tables and chairs to accommodate up to 10+ students testing at any given time.</p>
<p>Facilities/Infrastructure Requests <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p>	<p>Sufficient permanent space for DSPS staff to provide services and instruction is needed.</p> <p>Dedicated space for DSPS to administer accommodated testing.</p> <p>Sufficient space for DSPS services and instruction will need to be provided when buildings C&D are demolished.</p>

Technology

Please describe any technology needs for your unit/area

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<p>DSPS funds cannot be spent on computers for administrative use. Because of the budget cuts, there are no funds available for instructional computers. Many of the DSPS computers are obsolete and in need of replacement.</p> <p>Updated computers and software are needed in both instructional and student service areas of DSPS in order to perform day-to-day functions. JAWS software needs updating.</p> <p>The Adaptive Computer Lab/Cognitive Skills program received a PASS grant to purchase 15 iPads; while many of the apps are free there are some apps that can replace very outdated Cognitive Skills software for course work and to increase access to curriculum; an iPad charging station would provide a secure and efficient method for charging multiple iPads.</p> <p>The high speed scanner used for creating texts in alternate format will require a maintenance contract to ensure reliable access to curriculum and extend hardware life.</p> <p>The DSPS copier is used to provide copies of Note Takers notes to students with disabilities, and for general DSPS office use. This copier is outdated, slow and jams regularly. A new copier, possibly with scan/email capability, would increase productiveness and could reduce paper costs, toner costs, and staff time emailing notes to students rather than producing print copies.</p> <p>DSPS copiers in D117, L210 and the WorkAbility program need to have maintenance contracts.</p> <p>Merritt College has already begun moving to a web-based, paperless DSPS file and data management system called Student Accommodation Manager (SAM). This program allows for the secure management of DSPS student files and data as mandated for compliance, will interface with PeopleSoft and would improve continuity of DSPS services to students attending multiple PCCD campuses. Costs were covered by the college, or split with DSPS.</p> <p>SmartPens and SmartPen notebooks, are needed in L210 to increase access to math courses.</p>
<p>Technology Requests <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>	<ul style="list-style-type: none"> * Replace/update student use computers in D116, Adapted Computer lab (15) * Replace office computers for DSPS faculty and staff in D117, D116, F212 (17) Scanner Maintenance Contract * Purchase Student Accommodation Manager; costs shared between DSPS and college. Update assistive technology software for Adapted Computer lab student use. Update cognitive skills software for Cognitive Skills classes * Purchase copier with scan/email capability. Purchase iPad apps for Cognitive Skills program/Adaptive Computer lab. Purchase iPad charging station for 15 PASS grant funded iPads. Purchase Student Accommodation Manager; costs shared between DSPS and college. Purchase SmartPens and SmartPen notebooks for L210 Purchase Scanner for use in L210

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