

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

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:	Revised 12-6-13
College	College of Alameda	Administrator:	Dr. Alexis Montevirgen
Unit/Area	DSPS		
Completed By:	Helene Maxwell, 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: Staff participation in workshops or trainings to identify features of SARS that are not currently being used; evidence of use of SARS by counselors and staff</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>		

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	<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 and #3 are mapped to College ILO #2 Technology and Communication Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</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
<i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. Include data used to assess your SLO/SAO/PLOs.</i>	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
	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 2012-13, DSPS served approximately the same number of students as the previous two years, but the “weighted student count” that determines state allocation was lower; we served fewer students who are deaf or hard of hearing or are identified as having a learning disability and these disability categories generate proportionately more funding.</p> <p>Because of state funding cutbacks, 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. 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 DSPS Advisory Committee met in May 2013 to receive updates on DSPS programs and to learn about SB 705, a bill to increase state funding for DSPS. There were representatives from the Regional Center of the East Bay, Department of Rehabilitation, Alameda and Oakland Unified School Districts, and COA faculty and staff. We were fortunate that Dave Nguyen, COA Financial Aid director, attended the meeting because there were many questions about changes in Financial Aid that affect students who do not have a high school diploma; as of July '13 those students are not eligible for Financial Aid. That change in the law has significant implications for students in special education programs. Students at age 18 who have not passed the high school exit exams and their families need to decide whether the student will receive a certificate of completion (and thus continue to be part of the USD transition program) or will instead decide to go for a diploma.</p> <p>There is clearly a need to communicate on a more regular basis with agencies and districts that are referral sources to DSPS in general and the specific grant-funded programs.</p> <p>C2C Business Advisory Council met in June 2013 to provide guidance to the College to Career program. The focus was on 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. From that meeting, one of the students was placed first in an unpaid internship and now in a paid position scanning historical documents for the Alameda Museum. Committee members also provided other resources and additional leads for C2C staff to pursue.</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>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>The technology available to students in L210 is obsolete or non-functioning;</p> <p>Office space is inadequate for the growing staff who are part of grant-funded programs;</p> <p>Budget cuts for the past five years have affected our 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. 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 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.

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	Instr	Sessn	Fall12	Fall12
				CENSUS	FTES TOTL
LRNRE:211	COMPUTER ACCESS	Maxwell,H	DOE	25	1.35
LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	16	1.25
LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	18	1.34
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	19	0.68
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	21	0.7
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	59	1.69
LRNRE:272	COMPUTER ACCESS PROJ	Maxwell,H	DOE	43	2.26
LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	DOE	29	1.01
				230	10.88

Catalog	Description	Instr	Sessn	Spring 13	Spring 13
				CENSUS	FTES TOTL
LRNRE:211	COMPUTER ACCESS	Maxwell,H	DOE	15	0.74
LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	10	0.92
LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	DOE	12	1.28
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	17	0.51
LRNRE:259	WRITING STRATEGIES	Rex,L	DOE	27	1.11
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	30	1.54
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	22	0.55
LRNRE:269	JOB EXPERIENCE	Rowland,J	DOE	18	0.58
LRNRE:272	COMPUTER ACCESS PROJ	Maxwell,H	DOE	52	2.86
LRNRE:276	LEARNING STRAT/ALG & GEOM	Rex,L	DOE	26	0.99
LRNRE:277	MATH CONCEPTS/STRATEGIES	Rex,L	DOE	12	0.38
LRNRE:279	COMMUNICATION STRATEGIES	Post,M	DOE	13	2.67
LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	DOE	13	0.43
				267	14.56

* Does not include enrollment in Contract Education Alameda USD Transition Classes

<p>Increase Student Success</p>	<p>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.</p> <table border="1" data-bbox="289 241 1360 533"> <thead> <tr> <th></th> <th>Term</th> <th>College</th> <th>Total Graded</th> <th>Success</th> <th>Success Rate</th> <th>Withdrawal</th> <th>Withdraw Rate</th> </tr> </thead> <tbody> <tr> <td>College</td> <td>2012 Fall</td> <td>Alameda</td> <td>11,047</td> <td>7,559</td> <td>68.40%</td> <td>1700</td> <td>15%</td> </tr> <tr> <td>College</td> <td>2013 Spring</td> <td>Alameda</td> <td>13,498</td> <td>8,974</td> <td>66.50%</td> <td>2680</td> <td>20%</td> </tr> <tr> <td>DSPS</td> <td>2012 Fall</td> <td>Alameda</td> <td>1056</td> <td>793</td> <td>75.00%</td> <td>105</td> <td>10%</td> </tr> <tr> <td>DSPS</td> <td>2013 Spring</td> <td>Alameda</td> <td>1074</td> <td>810</td> <td>75.42%</td> <td>127</td> <td>12%</td> </tr> </tbody> </table>		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%
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<p>Increase Persistence <i>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.</i></p>	<p>COA Fall to Spring Persistence Rates</p> <table border="1" data-bbox="289 615 1052 808"> <thead> <tr> <th>Year</th> <th>DSPS</th> <th>College</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>74%</td> <td>70%</td> </tr> <tr> <td>2010-11</td> <td>71%</td> <td>69%</td> </tr> <tr> <td>2011-12</td> <td>65%</td> <td>69%</td> </tr> <tr> <td>2012-13</td> <td>70%</td> <td>74%</td> </tr> </tbody> </table> <p>The persistence rates of DSPS students decreased in 2011-12 and 2012-13 as compared to the previous two years and as compared to the college as a whole.</p> <p>The academic year 2013-14 is the fifth consecutive year of state funding cuts of 45%. 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 are stretched to the maximum because all COA DSPS staff have taken on additional responsibilities. 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.</p>	Year	DSPS	College	2009-10	74%	70%	2010-11	71%	69%	2011-12	65%	69%	2012-13	70%	74%																									
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<p>Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	<p>Data unavailable at this time.</p> <p>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.</p> <p>Some DSPS programs discontinued providing SEP's when the budgets were slashed.</p>																																								

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)	7	6.5	2.5
	Faculty (PT/Adjunct)	3	1.5	1.5
	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 noted above, many of the positions in DSPS are funded through grants. We learned recently that 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.</p> <p>Hire 1.0 C2C Program Coordinator; 1.0 Job Developer (.5 C2C, .5 WorkAbility); Educational Coach 1.0</p> <p>The DSPS Coordinator has worked as .5 Coordinator and .5 Assistive Technology Instructor. She is retiring in June 2014 and will need to be replaced. The Coordinator position is mandated by Title 5.</p> <p>Becky Sanchez, permanent DSPS counselor, is on reduced contract. There is a need for additional counseling staff to meet students' needs.</p> <p>Hire permanent 1.0 Coordinator/Counselor to meet student success needs.</p> <p>Instruction and provision of Assistive Technology is required by the ADA and essential for service to all students including veterans with disabilities.</p> <p>Hire .5 permanent Assistive Technology instructor</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>Hire 1.0 Intake Data Specialist, paid from grant funding to meet requirements of contracts with Department of Rehabilitation.</p> <p>The part-time LD specialist was eliminated because of budget cuts.</p> <p>Restoration of 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>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 DSPTS Coordinator/Counselor .5 DSPTS Assistive Technology Instructor</p> <p>1.0 Project Director for the College to Career grant 1.0 Job Developer (.5 for College to Career and .5 for WorkAbility) 1.0 Educational Coach/ Instructional Assistant</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> <p>Hourly Learning Disability Specialist</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>There is insufficient space currently for all DSPTS staff. That will be compounded when the WorkAbility staff in F212 are displaced because of remodeling in that area. In addition, the College to Career grant will be renewed for 2014-17 and WorkAbility received a significant augmentation and accompanying increase in the contract’s outcomes, all of which require additional staffing.</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 swing space for DSPTS services and instruction will need to be provided when buildings C&D are demolished.</p> <p>Several years ago an automatic screen was purchased for use by the Learning Skills program in L210. A work order was placed in 2012, but the work was never done. We request that it be installed.</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.</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.</p> <p>Kurzweil 3000/Firefly has been purchased at Merritt, BCC, Laney to assist all students with reading texts, writing, study strategies. Costs were covered by the college or split with DSPS. Software will benefit all students especially Basic Skills and ESL students.</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>	<p>Replace/update student use computers in L210, Learning Skills Program (8)</p> <p>Replace/update student use computers in D116, Adapted Computer lab (15)</p> <p>Replace office computers for DSPS faculty and staff in D117, D116, L210, F212 (20)</p> <p>Update software including access to SARS</p> <p>Update assistive technology software for Adapted Computer lab student use</p> <p>Update cognitive skills software for Cognitive Skills classes</p> <p>Purchase Kurzweil 3000/Firefly software; costs shared between DSPS and college</p>

IV. OTHER

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