



Welcome to Program Review

College of Alameda - 2019

DSPS - Service Area or Special Program

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the Programs and Services for Students with Disabilities (DSPS) is to provide exemplary support services, instruction and access to students with disabilities. DSPS supports students with disabilities in instructionally related activities consistent with the mission, vision, and values of the College of Alameda and in compliance with federal and state laws. With equal access as its hallmark, the faculty and staff of DSPS are committed to the following:

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.

Program Total Faculty and/or Staff

Full Time

Rachel Goodwin, DSPS Coordinator/Counselor (1.0 FTE faculty)
 Denise Maffett, DSPS Staff Assistant (1.0 FTE classified professional)
 Michelle Custino, Adapted Computer Technician (1.0 FTE classified professional)
 Debbie Green, DSPS Counselor (1.0 FTE faculty)
 Jacinda Marshall, DSPS Counselor (1.0 FTE faculty)
 Phyllis Tappe, Cognitive Skills & Assistive Technology Instructor (1.0 FTE)
 Lynn Rex, Learning Disability Specialist/Instructor (1.0 FTE faculty)
 Belinda Van Buhler, Support Services Specialist (hourly full-time classified professional)
 Aurora Laniohan, DSPS Data Specialist/WAIII Assistant (hourly full-time classified professional)
 Lawrence Silva, WorkAbility III Coordinator (1.0 FTE faculty grant funded)
 Jennifer Sanoh, College to Career Coordinator (1.0 FTE faculty grant funded)
 Nadeesha Dias, WorkAbility/College to Career Job Developer (1.0 FTE classified professional grant funded)
 Wanda Wright, Instructional Assistant/Educational Coach, C2C, Contract Ed and DSPS (hourly full-time classified professional)

Part Time

Michelle Custino, Alternate Media Specialist (overtime extra assignment classified professional)
 Laura Spencer Vacca, Educational Coach, Instructional Assistant C2C (hourly classified professional)
 Felice Botts, Instructor for contract education (hourly part-time faculty)
 Beth Rudolf, Instructor for College to Career (hourly part-time faculty)
 Van Tran, Instructional Aide Learning Skills Program (hourly part-time classified professional)
 Vy Tran, Instructional Aide Learning Skills Program (hourly part-time classified professional)
 Geraldine Hasse, Instructional Aide Learning Skills Program (hourly part-time classified professional)
 Nancy Freed, Instructional Aide Learning Skills Program (hourly part-time classified professional)
 Student Workers
 Sign Language Interpreters

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

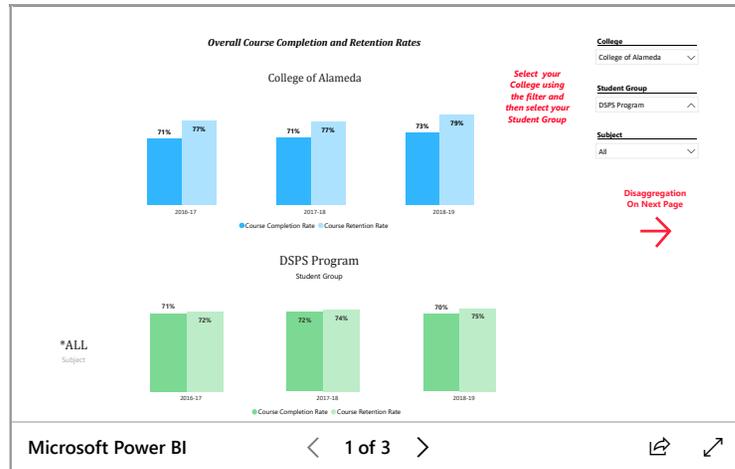
DSPS currently occupies several spaces on the COA campus:

1. The office suite at DSPS D-117 houses the DSPS Coordinator, Counselors, Staff Assistant, Support Services Specialist, and Data Specialist, and Counselor Intern. Student files and program records are maintained in this space, and DSPS testing, accommodation, and DSPS counseling services occur here. This space has routine difficulty with temperature regulation and has a tripping hazard (approximately 1") at the entry door. Group proctored DSPS testing is scheduled in a classroom reserved for this exclusive use each semester.
2. Adapted Computer Lab and Classroom (D-119) - The ACL is a lab and classroom space that also houses the Adapted Computer Technician/Alternate Media Specialist and has a faculty office adjacent which houses the Cognitive Skills & Assistive Technology Instructor. This space hosts Educational Assistance Classes and Lab. Services to students who are receiving Alternate Media are also received in this space. This space is in need of modernization as it has no "smart classroom" technology.
3. Learning Skill Program classroom and office suite are located in the COA library 2nd floor (L-210) currently houses the Learning Disability Specialist and hourly Instructional Aides for the Learning Skills Program. Educational Assistance Classes are taught in this space, there are also an office and a room for conducting Learning Disability Eligibility and Services Model assessment. This space has routine difficulty with temperature regulation, electric load capacity and is in need of modernization as it has no "smart classroom" technology.
4. College to Career and WorkAbility III programs office suite at Cougar Village 136. This space houses two grant-funded programs their staff: the C2C Program Coordinator, the WAIII Program Coordinator, the Job Developer (C2C/WAIII shared), WAIII Assistant, C2C Instructional Aide/Educational Coach. In addition, this suite hosts a common meeting space used for the provision of program services (job club, meetings, etc). C2C program classes are scheduled through the Campus Scheduler.

Students Served

College Level - Program and Department comparison

Chart



Compare

DSPS Program

Student Group or Student Service

Filter by Academic Year then select your College using the filter and your Student Group.

Academic Year	Gender	Headcount	Census Enrollment	Overall Course Completion Rate	Overall Course Retention Rate
2018-19	Unknown	13	71	74%	79%
2018-19	Male	230	1323	67%	76%
2018-19	Female	242	1403	72%	74%
2018-19	Total	485	2797	70%	75%

Academic Year	Age	Headcount	Census Enrollment	Overall Course Completion Rate	Overall Course Retention Rate
2018-19	19-24	1	2	0%	0%
2018-19	25-34	11	64	68%	83%
2018-19	35-44	108	642	72%	77%
2018-19	45 & Above	248	1403	70%	74%
2018-19	Under 18	117	686	67%	74%

Academic Year	Ethnicity	Headcount	Census Enrollment	Overall Course Completion Rate	Overall Course Retention Rate
2018-19	Asian	58	374	76%	77%
2018-19	Black / African American	145	523	65%	72%
2018-19	Hispanic / Latino	121	641	70%	76%
2018-19	Pacific Islander	3	13	46%	69%
2018-19	Two or More	39	215	70%	74%
2018-19	Unknown / NR	20	166	73%	78%
2018-19	White	99	465	71%	75%

Microsoft Power BI 2 of 3

Detail the services provided by your program/service area.

The essential function of the DSPS is to provide the services, academic adjustments and auxiliary aids necessary to support the success of students with disabilities and meet the requirements of federal and state non-discrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act, the Americans with Disabilities Act (ADA), the Americans with Disabilities Amendment Act (ADAA) and State Government Code Sections 11135-11139.5.

DSPS provides direct services to nearly 600 students each year. In addition, DSPS is a resource to faculty and staff and offers training on strategies to increase success of both students and instructors. DSPS is proactive and works with COA faculty, classified staff, and administrators to identify and remove potential institutional and instructional barriers to student success.

In addition to the services, auxiliary aids, and academic adjustments provided by DSPS, DSPS offers specialized instruction through Educational Assistance Classes (EACs) that support students in their general academic courses (Learning Skills and Computer Access classes) and courses that develop/rehabilitate cognitive skills for students with brain injuries, learning disabilities and ADHD. DSPS also has both grant-funded (College to Career & WorkAbility III) and contract education programs that support individuals with disabilities who are transitioning to adulthood and/or preparing for competitive independent employment,

Reflect on collaboration and engagement with other programs/service areas that have contributed towards student success and meeting program goals

DSPS coordinates services with all other campus Student Services programs. There is frequent communication by phone, in-person and by email between DSPS personnel and EOPS, Learning Resource Center, Health Services (including Mental Health Services), Financial Aid, CalWorks, Transfer Center, Admissions and Records, General Counseling, Outreach, SEA (formerly SSSP) Services, the One-Stop Career Center, Learning Communities, as well as other units on campus.

DSPS also coordinates with and acts as a resource to Instructional departments, faculty, staff, and administration on a daily basis. COA's campus is relatively small which allows for a great deal of ongoing informal give-and-take with faculty and staff. Faculty often call counselors, coordinator and teaching faculty to ask for suggestions on how best to work with students with disabilities. DSPS provides test accommodations; faculty frequently drop off and pick up tests that are proctored by DSPS classified staff which also facilitates information discussion. DSPS also offers training and presents at academic Division meetings and to classes. DSPS works proactively with all COA faculty, classified staff, and administrators to identify and remove potential institutional and instructional barriers to student success.

The COA DSPS Program serves students effectively because we work as a team to be responsive to students' needs. Counselors follow up with students, faculty, and other college staff as needed. The instructional areas in DSPS are comprehensive, with instruction geared toward students with learning disabilities, intellectual disability and acquired brain injury.

We also have support from the campus administrators which facilitates our moving forward on decisions that can be made at the campus level.

All of these factors foster a team approach to meeting students' needs.

Review and reflect your program's data using the Student Services Dashboard. Describe any significant changes and discuss what the changes mean to your program.

DSPS's unduplicated student count has increased each year in this three-year cycle. In 2016-17 DSPS served 516 students, in 2017-18 DSPS served 558 students, and in 2018-19 DSPS served 582 students. In addition to this overall increase in students the past three years has seen a significant increase in the number of students who are identified as having Autism Spectrum Disorder (15 in 2016-17, 49 in 2017-18, 60 in 2018-19, which reflects an increase from 2.91% of the DSPS student to 10.31%. DSPS has seen a decrease in students identified as having Intellectual Disabilities (55 in 2016-17 down to 40 in 2018-19). This may be in part due to the CCCCO changes to MIS reporting as many students with ID may have other primary disabilities. Other categories of reported disabilities have remained relatively stable.

Course completion rates for students registered with DSPS have been relatively steady for the past three years. Course retention rates for these same students have increased incrementally each year rising from 72% to 75%.

Detail the completion rates for your program and comment upon it. Do performance gaps exist in the completion rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, Foster youth, Veterans, and students with disabilities or other groups not listed here? Note: groups whose completion rate is 3% or less than the College completion rate reflect a disproportionate impact.

Completion rates for students registered with DSPS for 2018-19 were 3% lower than the overall College of Alameda completion rate. This disproportionate impact may be due to any number of factors, including new placement methods (AB705), need for additional supports beyond the legally mandated accommodations and services currently provided, etc.

Course retention numbers for DSPS students in 2018-19 are 4% lower than the overall College of Alameda retention numbers.

If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

DSPS offers learning resource classes and support services/accommodations to address the needs of students with disabilities. DSPS would like to evaluate students' experiences with these provided services through the use of a survey.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Hire Permanent Classified Staff	<p>DSPS (Programs and Services for Students with Disabilities) provides legally mandated accommodations for students with verified disabilities in compliance with Title V, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, as amended. DSPS is responsible for the provision of these accommodations, MIS data tracking, and ensuring compliance with CCCCCO eligibility and reporting requirements.</p> <p>Funding for DSPS is categorical and dependent on CCCCCO allocations. In addition, the DSPS at the College of Alameda has two federally grant-funded programs (WorkAbility III [WAIII] and College to Career [C2C]) and contract-education funded classes through a MOU partnership with Alameda Unified School District.</p> <p>Due to the critical legal compliance issues and the categorical and grant-dependent nature of our funding, DSPS has had to rely on long-term, temporary classified personnel to fill essential roles. These classified staff members have highly specialized knowledge which is critical in the provision of legally mandated accommodations and MIS data tracking and compliance. Without the work done by these staff members the College and district would be at risk for lack of compliance which could lead to lawsuits, and the loss of grant funding, and student success and access would be endangered.</p> <p>DSPS would benefit greatly from converting some of these temporary positions into permanent full-time positions.</p>	â€Ž5â€Ž/â€Ž1â€Ž/â€Ž2020	DSPS Coordinator & Dean of Special Programs & Grants

Resource Request

Personnel	Classified Staff
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% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	DSPS Accommodations/Student Support Services Specialist Role: Responsible for the timely provision of legally mandated accommodations to students in compliance with state and federal laws. Maintains records of eligibility for alternate media in compliance with copyright laws.	47000	32000
Total Costs			
79000			

Resource Request

Personnel	Classified Staff		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	50% DSPS /50% WorkAbility III DSPS Senior Clerical Assistant/WAIII Intake & Data Specialist Roles: DSPS- Responsible for maintaining the DSPS files and MIS reporting data. This directly impacts our optimization of CCCCO funding and preparation for audit. WAIII Verifies and corrects WAIII MIS information on an ongoing basis to ensure WAIII meets standards of state and federal audits, and verifies and tabulates hours for funding submission.	47000	32000
Total Costs			
79000			

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Ensure timely provision of legally mandated accomod...	In order to comply with Federal laws we must provide effective accommodations in a timely manner.		

Resource Request

Personnel	Classified Staff		
% Time	<p>Description/Justification COA utilizes American Sign Language interpreters to ensure the full linguistic access of Deaf students to class communication. PCCD processes all interpreter epafs centrally through the district office. The number required and the associated costs vary greatly based on the number of Deaf students and their course enrollments. Interpreting is a mandated accommodation and must be provided in a timely manner. The CCCCCO provides a Deaf/Hard of Hearing allocation to offset some of the costs, any amount over the allocation is the responsibility of the college.</p>	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
Total Costs			

Resource Request

Personnel	Student Worker		
% Time	<p>Description/Justification Student workers provide legally mandated note taking services for students with disabilities enrolled in COA classes, support for students in Adapted Computer lab/classes, and front office services at the DSPS.</p>	Estimated Annual Salary Costs 4000	Estimated Annual Benefits Costs
Total Costs			
4000			

Resource Request

Technology and Equipment	Replacement
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Other	Other	Estimated Cost
Description/Justification maintenance contract for the high speed scanner used for creating texts in alternate format to ensure reliable access to curriculum and extend hardware life.		2000

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Modernize Classrooms	DSPS classrooms (D119 and L210) are		

Resource Request

Technology and Equipment	New	Estimated Cost
Description/Justification D 119 and L 210 are both in need of smart classroom upgrades. In addition, L210 requires electrical upgrades in order to run the computers and equipment (including portable cooling units which were provided in lieu of updated/functional HVAC).		

Resource Request

Professional Development	Department-wide PD needed	Estimated Cost
Description/Justification Training for all campus faculty in the area of universal design for learning. UDL is beneficial to, and makes instruction more accessible for, all students and especially those with disabilities. Cost unknown		

Resource Request

Professional Development	Individual/personal PD needed	Estimated Cost
Description/Justification Support of faculty and staff attending or presenting at conference to ensure currency in the field.		

Resource Request

Professional Development	Department-wide PD needed
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Description/Justification

Ongoing training by the college/district on budget, technology, reporting requirements.

Estimated Cost

Assessment - Service Area

List your Service Area outcomes or attach an applicable report

DSPS staff have identified the following Service Area Outcomes for the various services provided to students:

Goal Setting: Through an interactive process with their DSPS counselor students will identify and develop a Student Educational Plan, focused on individual academic, vocational, and/or personal growth goals.

Educational Accommodations: Students will work with DSPS staff and faculty to identify the appropriate academic accommodations necessary to address their individual disability needs.

Self-Advocacy: Students will learn to effectively utilize their disability-related educational accommodations and services; articulating their disability needs to staff and faculty.

The Programs and Services for Students with Disabilities will provide services in a welcoming and positive environment making it comfortable for students to request assistance.

Service Area Outcomes (SAOs) may be assessed through the following methods:

Surveys

Review of collected data, and

Other methods

How does your department, program, or unit ensure that students are aware of learning or service area outcomes? If you chose other, please provide more information

Post on the program website

Where are the service area and/or program level outcomes published?

Other (please describe)

If you chose website, please specify URL

<https://alameda.peralta.edu/student-service/dsps/12172-2/>

If you chose other, please provide more information

student handbook (online, print and alt media copies provided to students upon request) <https://alameda.peralta.edu/student-service/dsps/dsps-student-handbook/>

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

Hired Full-time counselor to replace retiree; hired full-time faculty coordinator/counselor for the College to Career program. This has allowed students greater access to counselors for the development and implementation of Academic Accommodation Plans, Student Education Plans, and counseling needed for students to learn effective self-advocacy skills.



2016 - 17



2017 - 18



2018 - 19

Analyzed student DSPS file data to determine that all students had an AAP and SEP.



2016 - 17



2017 - 18



2018 - 19

Surveyed students registered with DSPS to determine whether students find that DSPS provides services in a welcoming and positive environment making it comfortable for students to request assistance.



2016 - 17



2017 - 18



2018 - 19

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

DSPS is working with our district office and sister colleges to acquire and implement a Disability Services Management System. This will allow for more efficient and student friendly provision of services, timely notification to instructors, better analysis of accommodations used, a streamlined flow for students utilizing accommodations at more than one PCCD college, efficient storage and access of student DSPS files, and more.

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

DSPS faculty and staff meet to discuss course and program outcomes. We also hold a community advisory committee meeting annually to seek input from students, faculty, staff, and community partners. Evidence of these dialogs are in the meeting notes/minutes.

Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Student satisfaction survey was sent to all students registered with DSPS in 2018-19. 53 students responded to the 10 question survey.

In response to the statement "The DSPS office is a welcoming and positive environment making it comfortable to request assistance" 90.56% (n=48) of respondents answered that they agreed or strongly agreed, 7.55% (n=4) responded disagree and 1.89% (n=1).

In response to the statement "I self-advocated with my instructors about the need for accommodation" 83.02% (n=44) responded that they agreed or strongly agreed; 15.09% (n=8) stated disagree, and 1.89% (n=1) stated strongly disagree.

In response to the statement "Overall, DSPS services contributed to my success in college" 94.34% (n=50) responded agree or strongly agree; 5.66% (n=3) replied disagree.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Students registered in DSPS have completion and retention rates near that of the overall population. Student surveys indicate satisfaction with the services provided.

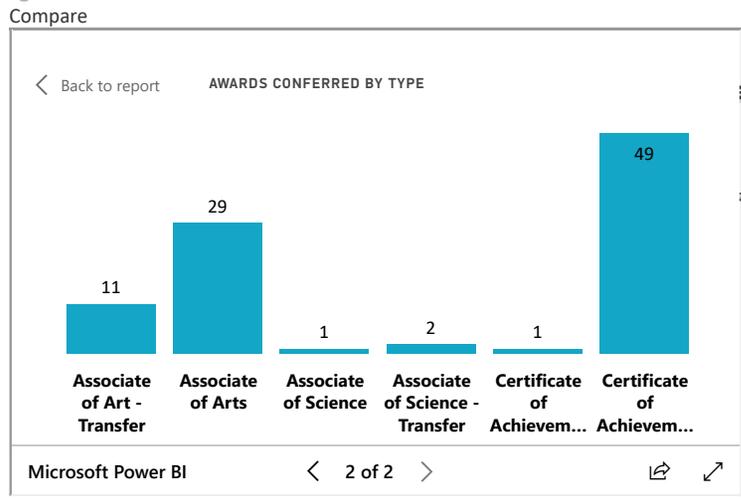
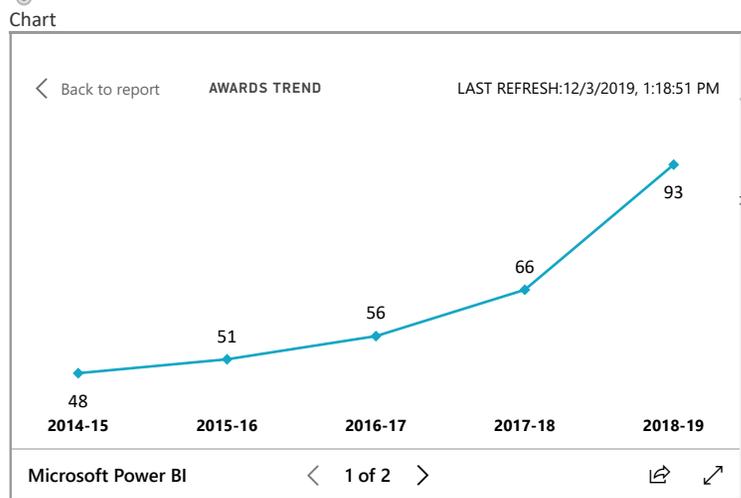
In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

No Actions/Requests

Improvement Actions

Degrees and Certificates

College Level - Program and Department comparison



What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The number of students registered with DSPS who have earned degrees or certificates in the past three years have been steadily increasing. In 2016-17 a total of 56 awards were earned. In 2018-19 a total of 93 degrees and certificates were earned, 43 AA/AS/ADTs and 50 certificates.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Continued engagement of DSPS counselors in professional development and engagement.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

No Actions/Requests

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

DSPS full time faculty and classified professionals are members of the following committees: Academic Senate, COA Facilities and Technology Committee, COA Health & Safety Committee, District Facilities Committee, COA Behavioral Intervention Team, Guided Pathways mapping teams, COA Accreditation Writing teams, district and campus hiring committees, AB 705 meetings. DSPS professionals attend professional conferences and have shared out knowledge acquired at those in Division meetings.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

DSPS has participated in campus tours for high school students, presented at high school transition planning/college nights, partnered with local agencies who serve individuals with disabilities to aid students in finding services and resources to assist with needs beyond the campus, participated in regional and state-wide meetings and trainings. DSPS has an annual Community Advisory Committee meeting which includes students, faculty, staff, community members, community agencies, local high school districts, and others in order to share our resources and find out what the community may need from our program.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are invited to all departmental meetings and are also supported in seeking professional development funds to participate in conferences, trainings and collaborations.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Community Advisory Committee and professional devel...	funding for Professional Development and community outreach	â€Ž5â€Ž/â€Ž24â€Ž/â€Ž2019	DSPS Coordinator

Resource Request

Other	Other	Estimated Cost
Description/Justification funding and support for faculty and staff seeking professional development; also support/funding for community advisory committee meetings		

Action Plan Summary and New Program Goals

Total Improvement Plans: 0
Total Resource Request: 0

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head	Description
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Student Services & Special Programs

Engagement

New and Continuing Goals

Discipline, Department or Program Goal	College Goal	PCCD Goal
Acquire and implement a district-wide Disability Services Management system in order to strengthen DSPS's ability to provided data and technology driven solutions for students and improve access for students with disabilities at COA and the PCCD district college.	Strengthen Data-driven / informed decision making	Advance Student Access, Equity, and Success

Resource Request Summary

Total Cost: \$0
Total Resource Request: 0

- Engagement Personnel
No Resources found for this category
- Professional Development
No Resources found for this category
- Technology and Equipment
No Resources found for this category
- Supplies
No Resources found for this category
- Facilities
No Resources found for this category
- Library
No Resources found for this category
- Other
No Resources found for this category
- Student Services & Special Programs Personnel
No Resources found for this category
- Professional Development
No Resources found for this category
- Technology and Equipment
No Resources found for this category
- Supplies
No Resources found for this category
- Facilities
No Resources found for this category
- Library
No Resources found for this category
- Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Rachel Goodwin, Michelle Custino, Denise Maffett, Jacinda Marshall, Phyllis Tappe, Lynn Rex

Please enter the name of the person submitting this program review.

Rachel Goodwin