

DSPS Non-Instructional & Instructional Department, Program or Administrative Unit Program Review Report

1. College: College of Alameda

Department, Program or Administrative Unit: Programs and Services for Students with Disabilities

Date: September 30, 2016

Members of the Department, Program or Administrative Unit Program Review Team:
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Members of the Validation Team:

2. Narrative Description:

DSPS Mission Statement and Unit Function

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.

The role of DSPS is to assist the college in meeting its federal and state legal obligations to students with disabilities. DSPS supports the College of Alameda's Mission, Vision, and Values.

- **Mission** - to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals;
- **Vision** - as a diverse, supportive, empowering learning community for seekers of knowledge;
- **Values** – Academic Excellence, Budgetary Competence and Community Engagement

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 approximately 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.

Trends affecting the DSPS program: History

DSPS at the College of Alameda was created in response to Section 504 of the Rehabilitation Act of 1973. Section 504 insures that students with disabilities have equal access to higher education. This was civil rights legislation, its intent similar to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 which prohibits discrimination based on gender.¹

Passage of AB 77 (Lanterman) in 1976 provided funding for support services and instructional programs for students with disabilities in the California Community Colleges. At COA, the first full-time DSPS counselor was hired in 1977. In 1978 a Learning Disabilities Specialist was hired and created the Learning Skills Program. The Vocational Living Skills Program for students with developmental disabilities began in 1979. The Adapted Computer Learning Center (ACLC) opened in 1987 through a grant from the Department of Rehabilitation (DR); in 1990 district funding was secured to continue the ACLC.

In 1990, the Americans with Disabilities Act (ADA) was signed into law. The ADA extended the existing rights of students with disabilities to institutions that did not receive federal funds and covers all aspects of disability including employment, education, telecommunications, private sector services, public sector services, transportation and more.

In 1994, the COA WorkAbility III program was funded through a contract with the Department of Rehabilitation.

In July 1994 the Peralta Trustees adopted Board Policy 5.24. In that document the Peralta District commits itself to a policy of equal opportunity and nondiscrimination for students with disabilities. "It is

¹ L. Scott Lissner, "Legal Issues Concerning All Faculty in Higher Education," in Accommodations-- or Just Good Teaching? Strategies for Teaching College Students with Disabilities, 1997.

the policy of the District to accommodate requests involving academic adjustment consistent with local, state, and federal laws and regulations."

On August 7, 1998, Congress amended Section 508 of the Rehabilitation Act. SB 105 (Burton) was signed into law in 2002; it requires that all state agencies comply with Section 508. Districts are required to adopt policies and procedures to ensure that all electronic and information technologies (i.e. computer hardware, software, websites, videos, multimedia, course management systems and electronic media, non-exhaustive list) are accessible to persons with disabilities. Over the past year there has been a nationwide increase in Office for Civil Rights complaints and lawsuits focused on Section 508 compliance.

In 2010, COA DSPS was selected as one of only five community colleges in California to receive funding for the College to Career program to improve employment outcomes for persons with intellectual disability.

Beginning in 2009-10, annual state funding for DSPS programs was reduced by 45%; these devastating cuts to student service programs were disproportionate to any other budget reductions in higher education and continued through the 2013-14 year. Cuts to DSPS funding were implemented at the state level without legislators' acknowledgment, or potentially without their understanding, that students with disabilities have the right to services, whether or not there is sufficient funding provided to DSPS. That is, other student services programs may limit student participation, but DSPS must serve each qualified student with a disability who seeks services. COA DSPS continued to provide services even as the number of students served increased, through collaboration and support of the college, by seeking and receiving grant funding, through the reliance on temporary-hourly classified staff, and because COA DSPS staff took on additional responsibilities.

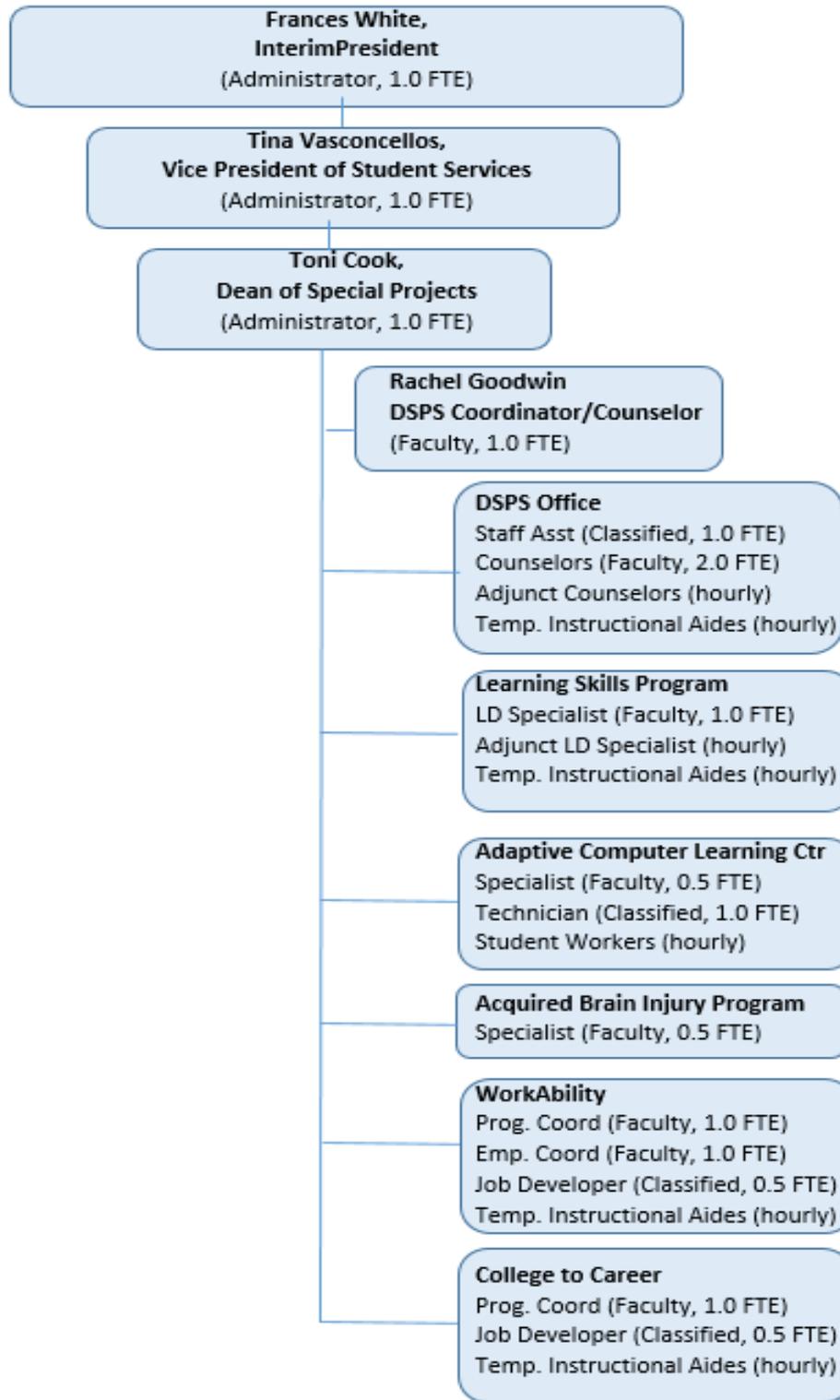
Beginning in 2014-15 state funding for DSPS saw its first move toward restoration of state DSPS funding in response to the state funding generated by the passage of Proposition 30 (an income and sales tax increase intended to stabilize education funding). This was the first year in which the College of Alameda's DSPS allocation reached the 2008-09 level.

In 2015-16 state funding for DSPS reached 119% of the 2008-09 funding level. In response to this the Peralta Community College District's Vice Chancellor of Finance reduced district funding to the college DSPS for the first time in over 10 years with a stated goal of keeping the budget "flat" at the 2014-15 level. District-wide the PCCD funding of DSPS at the four campuses had remained consistent for approximately 10 years, neither increasing to backfill the drastic state funding cuts nor decreasing with the state budget.

Over this same period significant program cost increases were incurred by the DSPS including: salary and wage increases, the shifting of the cost of fringes from the District to the DSPS budget, and increasing fringe costs. In addition, this reduction in district funding was made based on the entire amount of state funding to DSPS without consideration to amounts relative to the specific categories and restrictions of these funds which included the DSPS allocation, Deaf and Hard of Hearing (DHH) specific allocation and Access to Print (ATP) specific allocation. The result was that while the overall budget remained increased by 1.04% over the 2014-15 amount, after separating out the restricted DHH funds (and required college match) and the restricted ATP the monies available as DSPS funds decreased by 1.29% in 2015-16.

Budget Comparisons for COA's DSPS FY2015 to FY2016							
	District contribution to DSPS at CoA	CCCCO Total Allocation (DSPS/DHH/ATP)	Total budget (DSPS/DHH/ATP & District)				
FY2015	332900	782657	1115557				
FY 2016	269196	858006	1127202				
change	-63704	75349					
%Chang	-19.14%	9.63%	1.04%				
DSPS Funding broken down by category							
	DSPS	DHH	ATP	P2 DSPS midyear revision	CCCCO Total	District Contribution	Grand Total
FY2015	692079	69306	21272		782657	332900	1115557
FY2016	749541	89261	11345	7859	858006	269196	1127202
change	57462	19955	-9927		75349	-63704	11645
	8.30%	28.79%	-46.67%		9.63%	-19.14%	1.04%
DSPS Budget less Deaf/HOH allocation and required 25% match from budget							
	Total COA DSPS Budget	DHH	DHH required 25% match	Total DHH Restricted Funds	ATP	Total Restricted Funds	DSPS exclusive of DHH funds
FY2015	1115557	69306	17326	86632	21272	65360	1028925
FY2016	1127202	89261	22315	111576	11345	100231	1015626
change	11645	19955	4989	24944	-9927	34871	-13299
	1.04%	28.79%	28.79%	28.79%	-46.67%	53.35%	-1.29%

**College of Alameda
2016-17 Organizational Chart for DSPS**



The DSPS is a department of the Student Services Division under the Vice President of Student Services. All programs within the DSPS report our first level manager, the Dean of Special Programs.

Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

DSPS coordinates services with all other Student Services programs. There is frequent communication by phone, in-person and by email between DSPS personnel and EOPS, Learning Resource Center, Mental Health Services, Financial Aid, Assessment, CalWorks, Transfer Center, Admissions and Records, General Counseling, Outreach, SSSP Services, the One Stop Career Center and campus 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 trainings and presents at academic Division meetings.

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.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

In November 2015 the CCCCO enacted revisions to Title 5 guidelines for DSPS which broaden the types of verification acceptable for the documentation of disabilities. Prior to this change the types of documentation required to qualify for DSPS services were very specific down to the licensing requirements for verifying professionals, but the new regulations allow for a more holistic interactive process between the student and DSPS certificated personnel in determining eligibility for DSPS programs and services. Students who previously might not have been eligible for DSPS support due to a lack of access to medical or educational documentation may now qualify through a deliberative and collaborative process of communication with DSPS certificated personnel. This will likely increase the number of students who are able to qualify for DSPS support. 2016-2017 is the first year in which these changes are being fully implemented.

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014, and an advanced posting of the final WIOA regulations was released on June 30, 2016. The WIOA final regulations resulted in a significant change to the cooperative program certified expenditure match

which is a significant portion of the DSPS's WorkAbility III program budget. The final WIOA regulations disallow administrative staff duties, indirect/administrative overhead costs, and some operating expenses as certified expenditure match; a large portion of the COA's certified expenditure match came from these sources. Only expenditures providing direct cooperative contract services for Department of Rehabilitation (DOR) consumers is now the only allowable certified expenditure match. This has resulted in the need to seek alternative funding in the form of matching funds in order to continue the WAIII program. The WAIII program serves students with disabilities, individuals with disabilities are disproportionately underrepresented at both COA and in the workforce, prepare for and obtain, meaningful independent employment.

Advisory board and Adult Education Consortium foci on adults needing basic skills coursework. Many of these adults are anticipated to have disabilities, particularly in the categories of learning, intellectual and mental health disabilities. As these populations grow DSPS anticipates a need to adjust services, providing increased numbers embedded tutors in our support skills classes.

4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name: Programs and Services for Students with Disabilities	Year 1 2013-14	Year 2 2014- 15	Year 3 2015- 16	% Change (year 1 to year 3)
Total Students Served (Headcount)	614	612	549	-10.59%
Gender: Male	248	267	234	-5.65%
Gender: Female	294	302	299	+1.7%
Gender: Unreported	72	43	16	-77.78%
Age: ≤ 19 years	92	76	60	-34.78%
Age: 20 -24	160	166	151	-5.62
Age: 25 – 29	76	77	83	+9.21%
Age: 30 – 39	87	83	81	-6.9%
Age: 40 – 49	76	88	78	+2.63%
Age: ≥50	123	122	96	-21.95%
Ethnicity: African-American/Black	199	190	198	-0.50%
Ethnicity: Asian/Pacific Islander	71	72	60	-15.49%
Ethnicity: Hispanic/Latina/Latino	123	133	106	-13.82%
Ethnicity: Native American	2	1	1	-50.0%
Ethnicity: Other Non-White	28	26	31	+10.71%
Ethnicity: White	123	109	93	-24.39%
Ethnicity: Unreported	68	81	60	-11.76%
Special Populations: current or former Foster youth	Data not available	DNA	DNA	

Special Populations: Veterans	Data not available	DNA	DNA	
Special Populations: students with disabilities	614	612	549	-10.59%

California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015	Annual 2015-2016	Annual 2015-2016
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Alameda Total	614	100.00%	612	100.00%	549	100.00%
Acquired Brain Injury	27	4.40%	31	5.07%	26	4.74%
Developmentally Delayed Learner	22	3.58%	37	6.05%	48	8.74%
Hearing Impaired	14	2.28%	20	3.27%	17	3.10%
Learning Disabled	107	17.43%	99	16.18%	72	13.11%
Mobility Impaired	64	10.42%	80	13.07%	58	10.56%
Other Disability	284	46.25%	275	44.93%	233	42.44%
Psychological Disability	70	11.40%	51	8.33%	72	13.11%
Speech/Language Impaired	5	0.81%	3	0.49%	2	0.36%
Visually Impaired	21	3.42%	16	2.61%	21	3.83%

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.

The changes in enrollment of students with disabilities might be due to several factors, but further study will be needed.

Some possible factors for our overall decrease in DSPS student counts might include: Changes in priority registration rules which restrict students who do not meet GPA requirements or who exceed a set number of units from utilizing priority registration; changes in financial aid requirements which imposed a unit cap for remedial coursework (Financial Aid considers DSPS Educational Assistance Classes in this category, so students who require EACs to support their success in general classes may find themselves losing financial aid eligibility and unable to attend), starting in 2016-17 the loss of the BOG-FW for some students may impact enrollment moving forward.

It would be worth exploring whether these DSPS trends follow those of the campus-wide enrollment trends.

The DSPS's College to Career program (C2C) is designed for and enrolls students with Intellectual Disabilities (ID) exclusively. This program, along with community memory of the COA's history of now defunct Vocational Living Skills Program and a societal push to increase access to college education for students with ID may explain the 118.18% increase in students with intellectual disabilities. Those students enrolled in C2C take both DSPS classes AND general college classes and tend to require greater academic support and more direct service in order to succeed in general classes. This need may impact students with other disabilities as the number of students with ID increase in educational support classes, requiring more assistance from instructors.

Services and Curriculum:

Services Provided

The primary focus of DSPS is to support students in general classes by providing educational and vocational support services for students with disabilities enrolled in classes at College of Alameda.

Services include:

- Academic, personal and vocational counseling
- College program planning
- Diagnostic testing
- Priority registration and enrollment assistance
- Support services personnel such as note takers, sign language interpreters, real-time captioners and scribes.
- Testing accommodations
- Instructional materials in alternate media, such as electronic text (e-text), braille, large print, tactile graphics and audio books
- Access to adapted computer equipment, software and other assistive technology
- Liaison with four-year colleges and community agencies
- Liaison with Department of Rehabilitation and the Regional Centers

Curriculum/Instructional Programs:

In addition to the services listed above, DSPS also offers Educational Assistance Classes (EAC), specialized instructional programs to support student success in general college classes. Student Learning Outcomes have been established and assessed for all of the courses; please see attached PDF's from TaskStream.

The DSPS Learning Skills Program assists students with learning disabilities succeed in their general college classes. Students in Learning Skills English and Math classes (Learning Resources 259, 276, 277) are co-enrolled in **general English and math classes**. Comments from students indicate that the Learning Skills classes work. Students report feeling more confident, are "on track", feel that the courses are helping them move to completion of a degree and/or transfer. Feedback from DSPS counselors indicate that students enrolled in the support classes are repeating general college classes less often

Students needing diagnostic assessment enroll in Learning Resources 296. The Learning Disability Specialist provides diagnostic testing to determine eligibility for services as a student with a learning disability. In the class students learn to identify their individual learning strengths and weaknesses, appropriate accommodations, and learning strategies for their individual learning styles. Because not all students can be tested in any given semester, DSPS counselors work with the LD Specialist to triage/give highest priority to students who don't have any existing documentation but who appear to have learning disabilities that are interfering with their academic success.

The California Community Colleges Learning Disabilities Eligibility Service Model (LDESM) was created statewide over 30 years ago to standardize assessment procedures and eligibility criteria. A 2009 study of the LDESM found that **over half of students who were tested and found eligible for LD services reported not having received any services for LD prior to attending a school in the**

CCC system.² Lynn Rex, the COA LD Specialist, confirmed that this finding is reflective of students at COA. Thus, a majority of these students likely experienced significant barriers to academic success because of learning disabilities that had gone unidentified and could not avail themselves of academic accommodations and support services to improve success.

Individual LD diagnostic assessment done by a private practitioner can cost in excess of \$3,000. Given that high expense, and the financial need of the vast majority of COA students, it is highly unlikely that students would be tested if the services were not provided at the college. The study quotes an administrator who said, “... it is a necessary expense for our system given the number of students that would be left out in the cold without any assessment.”

Another administrator at the Community College Chancellor’s office said, “*From the Chancellor’s Office, the LDESM is the most cost effective since if we do not support the model, we have an equity issue. This is not acceptable – with no LDESM you disenfranchise students who are poor.*”

The Adapted Computer Learning Center offers classes in assistive technology and in improving cognitive skills. Technological skills are a necessity for students to succeed in 21st century classes. As instruction moves into the online realm, many students encounter barriers despite the legal mandate for accessibility. Web sites may be inaccessible to students with visual disabilities who use screen readers. Materials posted in course management systems, such as Moodle, may not be accessible to students with learning disabilities who need to listen to course materials rather than simply read them on the screen. Videos may not be appropriately captioned resulting in a lack of access for students who are Deaf or hard of hearing. Students who need additional time to process information may know the class material but may not be able to pass timed tests given online. The goal of instruction in the Adapted Computer lab is to provide students with the necessary tools, both technological and cognitive, to succeed in their general college classes.

Assistive Computer Technology instruction (Learning Resources 211 and 272) includes programs to increase print size on the screen; speech synthesizers that read aloud information on the screen; voice input to allow “hands free” computer operation; an embosser for Braille output of written material; and programs that modify the keyboard. Students also learn Kurzweil 3000, a program designed for persons with learning disabilities. The program reads scanned textbooks aloud. The student uses study tools built into the program to highlight key concepts and vocabulary to review for tests. Students are granted access to a student license for the use Kurzweil on their personal computers and devices while attending COA as an eligible student with a disability. Also learn basics of taking online classes and how to use assistive technology in online environments.

Cognitive Skills Program – (Learning Resources 213A/B) Computers are used as a tool in teaching cognitive skills to students with specific learning disabilities or acquired brain injuries resulting from head trauma, stroke, hypoxia, brain tumor, infections of the brain or ingestion of toxic substances. Students work to improve memory, attention, concentration, perception, and orientation and complex thinking skills such as categorizing, sequencing, problem solving, abstract reasoning, and communicating. The class also emphasizes thought organization through the use of content organizers (a useful skill in writing papers), as well as strategies for success in classroom and daily living situations. Students learn basics of brain-based learning theory, how their injury, disability, or illness affected their own cognitive processing, and compensatory strategies.

² Noel Gregg, Ph.D., “Review and Evaluation Study of the California Community Colleges Learning Disabilities Eligibility Model,” Final Report, November, 2009.

The College to Career Program, funded by a grant from the Department of Rehabilitation, provides instruction in communication strategies, career assessment, and job search skills for students with intellectual disabilities (Counseling 207, Learning Resources 269 and 279). College to Career began in fall 2010. Its purpose is to improve employment outcomes for individuals with intellectual disabilities. C2C serves a subset of a student population that previously participated in the Vocational Living Skills program; VLS ended in 2011 because of lack of funds.

The WorkAbility III Program provides job search skills training (Learning Resources 269) and job placement services for persons with disabilities. WorkAbility III is a joint program between the College of Alameda and the Department of Rehabilitation. Changes in DOR regulations will necessitate a restructuring of college contribution to the cooperative contract if the program is to continue.

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

All DSPS course outlines have all been updated within the past three years.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

DSPS faculty is exploring the possibility of increasing the number of Learning Skills Program educational assistance courses in English, allowing for classes that pair directly with specific levels of college English instruction, similar to the pattern for DSPS's math support courses. This would allow for increased support of specific general college classes and reduce issues financial aid issues which arise from repeating the same learning skills course.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

DSPS does not offer degrees and/or certificates. DSPS classes support student success for individuals with disabilities enrolled in general college classes

5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

The Student Learning Outcomes for the DSPS service area are published in the following locations:

- In a link from the DSPS homepage: <http://alameda.peralta.edu/dsps/dsps-student-learning-outcomes/>
 - In the DSPS Student handbook:
 - <http://alameda.peralta.edu/dsps/dsps-student-handbook/student-learning-service-area-outcomes/>
 - On the DSPS Website page addressing Academic Counseling and Support Services: <http://alameda.peralta.edu/dsps/academic-counseling-and-support-services/>
- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit 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 program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Over the past three years DSPS has been able to hire additional permanent and adjunct faculty personnel. Permanent hires include: 1.0 FTE DSPS Coordinator/Counselor; a 1.0 FTE Coordinator for the College to Career program; a 0.5 FTE Adaptive Computer Specialist/Instructor. The tasks of these 2.5 FTE were previously all the responsibility of the 1.0 FTE DSPS Coordinator/Instructor. Since completing these hires DSPS has had increased capacity for counseling and program coordination.

Improvement 2.

Office Technology/Facilities: With the support of the administration DSPS has been able to access SSSP and Equity dollars to update many of the end-of-life computers, peripherals and office equipment which were being used by classified staff and faculty throughout the DSPS programs. By statute, these purchases could not be made with DSPS allocation dollars, so the support of the campus was necessary. Additionally, the entire WorkAbility III program was relocated from a multiple offices in buildings across campus into a single, functional space

(CV136) during the 2014-15 AY and the DSPP office at D117 was able to upgrade office furnishings through the use of Measure A funds. An update to the Learning Skills Program classroom (L207) furnishings has been approved for Measure A funding and is in the purchasing process in fall 2016.

- Briefly describe three of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Plan 1.

Increase the sections of LRNRE 259 (Writing Strategies) and LRNRE 276 and 277 (Math Strategies) and restructure the Learning Skills Program with A,B,C sections of classes to align with specific levels of English and math. This would allow students to take support classes that improve their success in math and English courses, and indeed any class requiring writing, without the “repetition” of the educational assistance class negatively impacting financial aid. In order to do this DSPP will need support to hire part-time faculty and instructional assistants to teach and support students in the LSP classroom.

Our Math model uses Supplemental Instruction-like approach with small group approach to course matched review and support. Our English model is always in high demand and provides basic skills review with course matched support. Grants obtained assisted our ability to provide staff and technology to our students during 2015-2016, however a stable funding model is necessary to ensure the LSP’s ability to offer sufficient offerings of these classes.

Linked to Outcomes Assessments: Educational Accommodations. The Learning Skills Program Classes reinforce students’ use of educational accommodations.

Plan 2.

Hire sufficient staff to fully implement and optimize Student Accommodation Manager (SAM) software in order to increase efficiency of student file/document storage, access and record keeping for DSPP faculty and staff, streamline the provision of accommodation services to students, improve communication with students and faculty regarding legally mandated accommodations, and increase data reporting capacity. While DSPP has purchased SAM, we have not had the staffing to implement it to date. Over the next three years it is essential that DSPP receive the campus support necessary to institutionalize the permanent employment of a 1.0 FTE Support Services Specialist (responsible for instructor notification, accommodated testing, note taking services, equipment check out to students and compliance issues for alternative media requests) and a 1.0 FTE Senior Clerical Assistant (responsible for student file maintenance/compliance, MIS input, data management, and other tasks). These positions are essential to the operation of the DSPP in meeting federal, state and Title 5 requirements and laws.

Linked to Outcomes Assessments: 1. Educational Accommodations: Increases efficiency in student and counselor developing and implementing educational accommodation plans. 2. Self-Advocacy: Allows for more detailed analysis of students’ utilization of authorized accommodations.

Plan 3.

DSPS will work to increase institutional support of grant funded programs serving students with disabilities who are pursuing career employment goals through coursework and certificate programs at COA. With the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the resulting changes in Department of Rehabilitation regulations on certified match (please see pg. 6,7) the continuation of the WorkAbility III program will require restructuring of college contribution to the cooperative contract. The WorkAbility III Program provides job search skills training (through workshop classes) and job placement services for persons with disabilities. Workability III, a joint program between College of Alameda and the Department of Rehabilitation, works with students with a wide range of disabilities, including students with intellectual disabilities and autism. COA WorkAbility III has consistently met or exceeded its placement goals for over 20 years. Their cost per placement is the lowest in the state. COA's WorkAbility is considered a model program throughout the state. Students who participate in WAIII enroll in at least one class (LRNRE 269).

- Describe your department, program or administrative unit's participation in assessment of institutional level outcomes (ILOs).

The College does not assess ILOs at this time, thus DSPS has not participated in any assessment of ILOs.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the "Goal Alignment Summary" from TaskStream, if applicable.

DSPS faculty and classified staff meet to discuss and review program level outcomes and map them to the Institutional Learning Outcomes as listed in TaskStream.

Standing Requirements

Outcomes

DSPS Outcome Set

Outcome	Mapping
Goal Setting Students will have met with their DSPS counselor, and will have developed an educational plan, focused on individual academic, vocational, and/or personal growth goals.	Institutional Learning Outcomes: Problem Solving and Decision Making, Institutional Learning Outcomes 2006-2009: a. Develop self-awareness and confidence, b. Prepare for personal, educational and/or career goals
Educational Accommodations Students will work with DSPS staff and faculty identify the appropriate academic accommodations necessary to address their individual disability needs.	Institutional Learning Outcomes: Problem Solving and Decision Making, Institutional Learning Outcomes 2006-2009: a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, b. Prepare for personal, educational and/or career goals
Self-Advocacy Students will effectively utilize their disability related accommodations and services; articulating their disability needs to staff and faculty.	Institutional Learning Outcomes: Civic Responsibility, Interpersonal Skills

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- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

Members of the DSPS department have met to discuss the development and review of program level outcomes, however it would be beneficial to have additional training in the development, assessment and review of SLOs, PLOs and SAOs.

- 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?

DSPS has not completed student satisfaction surveys during the past three years.

- 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?

Effectiveness of the DSPS programs and services have historically been measured by the success of students with disabilities enrolled in general college classes. The goal is to have completion rates similar to the college as a whole, indicating that students are gaining equitable access to their education.

6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?
Students registered in DSPS program courses complete
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard 66%

Program's course completion rates:

DSPS Course Success Rates

Success	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Course									
COUN 207C - CAREER EXPLORATION	NA	NA	NA	NA	NA	100.00%	NA	NA	100.00%
LRNRE 211 - COMPUTER ACCESS	NA	76.47%	72.73%	NA	81.82%	100.00%	NA	85.71%	88.89%
LRNRE 213A - IMPROVING COGNITIVE SKILLS	NA	84.62%	NA	NA	96.15%	NA	NA	100.00%	NA
LRNRE 213B - IMPROVING COGNITIVE SKILLS	NA	NA	85.00%	NA	NA	100.00%	NA	NA	82.61%
LRNRE 259 - WRITING STRATEGIES	NA	96.43%	93.55%	NA	96.00%	80.00%	NA	82.35%	80.56%
LRNRE 268 - MONEY MANAGEMENT	NA	NA	NA	NA	NA	83.33%	NA	NA	100.00%
LRNRE 269 - JOB EXPERIENCE	NA	98.25%	100.00%	NA	100.00%	93.02%	NA	94.12%	96.08%
LRNRE 272 - COMPUTER ACCESS PROJ	NA	96.43%	96.67%	NA	92.11%	100.00%	NA	54.55%	94.44%
LRNRE 276 - LEARNING STRAT/ALG & GEOM	NA	NA	100.00%	NA	87.50%	90.91%	NA	68.75%	87.50%
LRNRE 277 - MATH CONCEPTS/STRATEGIES	NA	NA	85.71%	NA	63.64%	100.00%	NA	70.59%	50.00%
LRNRE 279 - COMMUNICATION STRATEGIES	100.00%	NA	100.00%	NA	NA	93.75%	NA	NA	76.92%
LRNRE 296 - DIAGNOSTIC ASSESSMENT	NA	81.82%	77.78%	NA	61.90%	78.95%	NA	100.00%	94.44%

Completion rates of DSPS' educational assistance classes consistently exceed the college completion standard of 66%.

Course Success Rate by Gender

TERM	2015 Spring
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Success	Term		
	Female	Male	Unknown
COUN 207C - CAREER EXPLORATION	100.00%	100.00%	NA
LRNRE 211 - COMPUTER ACCESS	75.00%	100.00%	NA
LRNRE 213B - IMPROVING COGNITIVE SKILLS	100.00%	71.43%	100.00%
LRNRE 259 - WRITING STRATEGIES	78.26%	84.62%	NA
LRNRE 269 - JOB EXPERIENCE	95.83%	96.15%	100.00%
LRNRE 272 - COMPUTER ACCESS PROJ	88.89%	100.00%	NA
LRNRE 276 - LEARNING STRAT/ALG & GEOM	90.00%	85.71%	NA
LRNRE 277 - MATH CONCEPTS/STRATEGIES	66.67%	25.00%	NA
LRNRE 279 - COMMUNICATION STRATEGIES	66.67%	85.71%	NA
LRNRE 280 - STUDY SKILLS	100.00%	100.00%	NA
LRNRE 296 - DIAGNOSTIC ASSESSMENT	92.31%	100.00%	NA

The student success data below reflects success of DSPS students in all of their classes, inclusive of both DSPS and general college classes.
 (NOTE: data for 2015-16 has not yet been made available by Institutional Research):

Course Success: DSPS

CAMPUS		ALAMEDA								
SUBJECT		(All)								
Success	Term									
	DSPS	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
No		71.98%	67.68%	66.17%	74.85%	66.79%	67.56%	76.94%	66.72%	67.28%
Yes		66.67%	73.13%	73.39%	72.09%	73.46%	69.77%	67.39%	66.55%	70.42%
Grand Total		71.85%	68.08%	66.66%	74.76%	67.31%	67.71%	76.66%	66.71%	67.49%

As reflected in this table, students who use COA DSPS services complete courses campus-wide at a rate comparable to, and during most semesters at a rate higher than, students who do not use DSPS services. This is an indicator that the services DSPS provides to students with disabilities are effective in supporting student success.

- Briefly describe the program's overall retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the program's retention rate compare to the college retention standard?

(NOTE: data for 2015-16 has not yet been made available by Institutional Research):

As evidenced by Institutional Research data, retention rates for students enrolled in DSPS classes have typically held at 85-100% in all years for which data is available. This retention rate is higher than the overall COA retention by college, age, gender or ethnicity, (see tables below). College retention standard 47%

DSPS Courses Retention: Subject by Course									
CAMPUS		Alameda							
Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
COUN 207C - CAREER EXPLORATION	NA	NA	NA	NA	NA	100.00%	NA	NA	100.00%
LRNRE 211 - COMPUTER ACCESS	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
LRNRE 213A - IMPROVING COGNITIVE SKILLS	NA	100.00%	NA	NA	100.00%	NA	NA	100.00%	NA
LRNRE 213B - IMPROVING COGNITIVE SKILLS	NA	NA	100.00%	NA	NA	100.00%	NA	NA	100.00%
LRNRE 259 - WRITING STRATEGIES	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
LRNRE 268 - MONEY MANAGEMENT	NA	NA	NA	NA	NA	100.00%	NA	NA	100.00%
LRNRE 269 - JOB EXPERIENCE	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
LRNRE 272 - COMPUTER ACCESS PROJ	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	97.73%	100.00%
LRNRE 276 - LEARNING STRAT/ALG & GEOM	NA	NA	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
LRNRE 277 - MATH CONCEPTS/STRATEGIES	NA	NA	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
LRNRE 279 - COMMUNICATION STRATEGIES	100.00%	NA	100.00%	NA	NA	100.00%	NA	NA	84.62%
LRNRE 296 - DIAGNOSTIC ASSESSMENT	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%

College of Alameda's course retention by college:

Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

COA Course Retention: Age

CAMPUS Alameda

Retention	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	98.28%	95.00%	97.73%	94.59%	92.00%	94.59%	97.30%	95.35%	100.00%
16-18	94.15%	88.34%	86.47%	92.46%	88.58%	86.15%	94.88%	88.75%	89.22%
19-24	85.76%	83.13%	78.43%	87.19%	79.97%	79.65%	86.11%	80.59%	80.51%
25-29	80.45%	83.39%	79.20%	81.53%	80.06%	80.58%	85.23%	79.75%	80.39%
30-34	76.41%	84.91%	81.45%	85.76%	79.91%	81.58%	80.75%	83.73%	80.24%
35-54	80.00%	86.10%	83.06%	82.78%	83.36%	81.70%	84.01%	83.96%	83.44%
55-64	78.82%	89.92%	86.78%	82.19%	87.32%	83.07%	78.00%	81.65%	85.19%
65 & Above	75.00%	94.59%	77.42%	81.82%	88.68%	84.75%	77.78%	89.47%	81.25%
Grand Total	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

COA Course Retention: Age

Retention	Term								
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	83.29%	84.36%	80.94%	84.97%	82.06%	80.24%	86.49%	81.81%	81.86%
Male	86.08%	84.33%	79.24%	87.68%	80.75%	81.24%	86.06%	82.16%	81.11%
Unknown	75.42%	84.23%	80.22%	83.96%	84.59%	83.33%	77.27%	86.42%	82.69%
Grand Total	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

COA Course Retention: Ethnicity

Retention	Term									
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
American Indian/Alaskan Native	100.00%	82.35%	77.78%	90.91%	81.82%	65.63%	100.00%	76.47%	80.00%	
Asian	89.51%	88.27%	84.72%	92.72%	86.10%	86.03%	92.15%	87.17%	87.07%	
Black/African American	76.77%	78.70%	75.30%	81.00%	75.54%	75.66%	78.77%	77.04%	77.38%	
Filipino	84.88%	84.93%	80.46%	79.45%	84.97%	79.35%	89.17%	83.27%	81.78%	
Hispanic	84.63%	84.85%	80.39%	83.01%	81.35%	78.59%	82.78%	81.19%	78.19%	
Multiple	82.92%	79.71%	77.43%	83.21%	82.56%	78.55%	82.23%	78.35%	76.77%	
Other Non white	55.56%	88.71%	82.09%	90.00%	84.85%	87.18%	85.71%	91.67%	88.89%	
Pacific Islander	55.00%	82.86%	78.35%	84.62%	66.67%	82.26%	82.35%	84.31%	78.21%	
Unknown/Non Respondent	81.21%	86.45%	81.21%	84.62%	84.11%	79.69%	88.12%	81.16%	81.54%	
White Non Hispanic	86.87%	87.19%	81.48%	85.92%	81.06%	83.86%	88.38%	83.41%	83.19%	
Grand Total	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%	

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

DSPS has course completion and retention rates significantly higher than the college standard as the above data shows. DSPS plans to continue to offer high quality instruction in order to maintain these high completion rates.

Over the next three years DSPS seeks to expand the section offerings of the LRNRE 259, 276 and 277 writing and math strategies courses to support student success across all college courses. DSPS will require funding to employ hourly IAs and an hourly LD Specialist, as well as having the funding to pay Extra Service to our existing 1.0 FTE LD Specialist in order to do so. Our Math model uses Supplemental Instruction-like approach with small group approach to course matched review and support. Our English model is always in high demand and provides basic skills review with course matched support.

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

This data has been requested from the PCCD, but not yet provided.

	2013-14	2014-15	2015-16
Number of students that completed orientation	Data not provided	Data not provided	Data not provided
Number of students that completed assessment	Data not provided	Data not provided	Data not provided
Number of completed Student Educational Plans (SEPs)	Data not provided	Data not provided	Data not provided
Number of Abbreviated versus Comprehensive SEPs	Data not provided	Data not provided	Data not provided
Total number of follow-up services	Data not provided	Data not provided	Data not provided
Number of Early Alert referrals	No EA program	No EA program	6

- What has the department/program done to improve SSSP services? What is planned for the next three years?

DSPS counselors have participated in district and campus-wide training on the provision of SSSP services, and have updated our technology in order to give reliable access to the computer based resources needed for the completion of SEPs, including the PeopleSoft SEP, assessment reports, records access for multiple measures assessment, use of SARs, etc. DSPS has utilized an hourly DSPS counselor as the counselor primarily in charge of SSSP services for students with disabilities. This has increased our capacity to serve students. Ongoing support for this hourly counselor is needed.

The DSPS Coordinator has served as the COA Early Alert contact for students referred as DSPS Early Alerts. Counselors followed up directly with students and faculty on the six early alerts sent by instructors during the 2015-16 year. The Early Alert system was not in place before 2015-16. DSPS has not received any information about the processes for Early Alert in 2016-17.

DSPS is seeking to upgrade all student work stations to large monitors in our Adaptive Computer Learning Center so that students who wish to use the ACLC to complete their Online College Orientation and other services have the equipment necessary for viewing at large size.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount: 8 FTE equiv 7.667

Part-time faculty headcount 2 (1@ 0.47 FTE, 1@ 0.53 FTE)

Total FTEF faculty for the discipline, department, or program 9

Full-time/part-time faculty ratio Headcount = 8:2 people (FTE Equiv 8:1 FTE)

Classified staff headcount, if applicable 3 (full-time, permanent) and 9 (temporary, hourly)
Sign language interpreters are also hired hourly, as needed to meet the access needs of Deaf students. Numbers vary with student needs.

Administrative staff: None

Other: Student workers employed in the DSPS office, WAIII, ACLC, and as note takers for students with disabilities in classes campus-wide.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Due to budgetary constraints DSPS has had to rely on Temporary Classified IAs to meet essential services for the department. These temporary hourly IAs typically work the maximum hours and days that they are allowed each year and have no permanency despite their long tenure in their roles.

Our Support Services Specialist, Belinda Van Buhler, coordinates and proctors all DSPTS accommodated testing, hires student note takers and oversees the distribution of notes, ensures that students in need of specialized tables/chairs in classrooms have them, ensures that all legal requirements for alternative media are met, and is our campus contact for sign language interpreters, among other tasks. Ms. Van Buhler is highly skilled and essential to the smooth operation of the DSPTS services to students with disabilities.

Aurora Laniohan is an hourly IA who previously served in the role of Senior Clerical Assistant, a position that was eliminated as a result of the 45% budget cut in 2009. Ms. Laniohan ensures that our MIS data is input, complete and accurate, ensures compliance with CCCCO DSPTS file requirements and reporting, ensures audit readiness, and manages the data and intake needs of the WorkAbility III program, among other roles.

Over the next three years it is essential that DSPTS receive the campus support necessary to institutionalize the permanent employment of a 1.0 FTE Support Services Specialist (accommodations) and a 1.0 FTE Senior Clerical Assistant. These positions are essential to the operation of the DSPTS in meeting federal, state and Title 5 requirements.

There is an ongoing need for funding IA staff that allows us to provide multiple sections of the Learning Skills Program: English Strategies (LRNRE 259) and Math Strategies (LRNRE 276 and 277) classes. Our Math model uses Supplemental Instruction-like approach with small group approach to course matched review and support. Our English model is always in high demand and provides basic skills review with course matched support. Grants obtained have assisted our ability to provide staff and technology to our students during 2015-2016 however the stabilization of funding is necessary to ensure the continuity of services and to foster the expansion of these courses.

DSPTS costs for interpreters and real-time captioners and student note takers vary greatly based on the number of students using those services and their course loads. DSPTS typically requires college contribution to these legally mandated services costs when the DSPTS state allocation is not sufficient to cover those costs.

- Describe your current utilization of facilities and equipment.

DSPTS currently occupies the following facilities on campus:

- D117 – DSPTS Offices for general office operations, counseling, test proctoring for students requiring an individual private room, accommodations, files, College to Career educational coaching;
- D116 – Adaptive Computer Learning Center – classes, lab and alternate media production;
- D107 – Faculty Office
- D115A – Storage room for adapted equipment for use by students with disabilities, when not in use.
- L210 – Learning Skills Program – math and English strategies classes, learning disability assessment, faculty offices;
- CV136 – WorkAbility III Program/College to Career Program’s direct client services, files, small group workshops;
- Other staff/faculty offices located on campus.

- When available DSPS reserves one classroom on campus to allow for accommodated proctoring of tests for multiple students concurrently. Fall 2016 DSPS has been permitted to use CV208.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

The L210 space has been subject to faulty HVAC system for at least the past 2 years. Room temperature is influenced directly by the weather, with extreme heat during hot weather (the temperature was recently measured and 90-95 degrees in the classroom) and extreme cold during cold weather. Upgrades to the HVAC system is in order to ensure a safe, healthy learning environment free of extreme heat and cold; additionally L210 needs electrical upgrades to ensure consistent power and functionality necessary for effective teaching. The power in the room is insufficient to run all the computer workstations consistently. Use of fans and portable heat sources is not possible due to this power issue.

The DSPS needs a dedicated testing space to ensure that we can meet all DSPS student's testing needs. 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. DSPS has been able to procure temporary testing space each semester for the past 5 semesters, but this could change if the classroom is needed by COA's Office of Instruction.

The WorkAbility program space (CV136) does not have an accessibility button, so some clients and staff with disabilities have difficulty entering and exiting. The door also needs permanent signage to assist people to find the office.

In 2014-15 and 2015-16 DSPS received an overall upgrade to the space in D117, including updated furnishings, a remodel, updated copier, printers and computers for DSPS faculty and staff.

Sufficient space for DSPS services and instruction will need to be provided when Cougar Village buildings are eventually removed and as the C & D building changes (new C building construction will impact Cougar Village and D building if used in part as swing space).

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
 - DSPS's Adapted Computer Learning Center has numerous older computers which will require upgrading or replacement in order to ensure that students can complete their course requirements, both for DSPS courses taught in the ACLC and for general classes for which students are using the ACLC lab.
 - Regular updating of adaptive software is necessary to ensure student access.
 - The ACLC needs to upgrade to modern 24" computer monitors so that all stations can use adapted software for students who are partially sighted or otherwise need

large print/large images. Currently most of the ACLC has outdated 15" monitors for student use.

- Subscription for a Text-to-Speech screen reader, Natural Reader for computers in the Adapted Computer Learning Center, and the Learning Resources Lab (L213)) We have previously had the free version of Natural Reader on our lab computers as an option for reading screens, but the creators have limited the use of the free version so it is no longer usable for longer documents. A working screen reader will allow students to have access to online books and other internet-related screen readings.
 - The ACLC needs a smartboard to modernize teaching technology.
 - The DSPS needs to procure SmartPens for use by students in the classroom. These cost approximately \$150-\$200 per unit.
 - The DSPS will purchase iPads (or other tablets) for use by students using Sonocent and other accommodation software.
-
- The Cognitive Skills Program teaches student with acquired brain injuries, learning and intellectual disabilities. It is essential that this program have up-to-date academic software. The license for the current software for LRNRE 213A/B costs \$2200 per year for 20 student licenses.
-
- Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities.

Please list the committees that full-time employees participate in.

COA Budget Committee
COA Facilities Committee
COA Health & Safety Committee
COA Tech Committee
Building C workgroup (formerly building c/d workgroup)
New Faculty Orientation presentations
Career and Technical Education group
Adult Education group
Training/presentations for Campus Safety Aides
Student Services Department Chair
Student Services Council
Tenure Review Committees
Campus-wide Hiring Committees

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

- Adult Ed Consortium – DSPS faculty has served on the consortium.
 - Department of Rehabilitation (C2C & WAIII) – DSPS faculty and staff collaborate closely with the Department of Rehabilitation as part of the WAIII and C2C grant programs. Additionally, DSPS serves as a liaison for students with disabilities who work with DOR and refers students who might qualify to DOR for support services (including financial support for tuition, textbooks and educationally necessary supplies)
 - The College to Career program hosted the statewide C2C meeting in June 2016.
 - The DSPS partners with AUSD to teach a contract education Adult Transition program for HS students with disabilities.
 - DSPS faculty and staff participate in community outreach events with organizations, schools and programs who serve persons with disabilities. DSPS tables at these events as part of our COA recruitment, and also participates with the campus Outreach department tours.
 - Transition Fair – This annual fair hosts students with disabilities and services from all over the Bay Area. It is held annually at COA and COA faculty coordinate logistics, planning and present
 - Fabulous Fridays and Super Saturdays – DSPS participates in these events, hosting tables and holding counseling hours.
 - CTE Fair – DSPS faculty both table at the CTE fair and work as tour guides.
 - DSPS also regularly works with many other community agencies for the development of job opportunities for student with disabilities including: Ability Now (formally the Cerebral Palsy Center, Regional Center of The East Bay, Pacific Coast Community Services, Goodwill Industries, Calidad, Crossroads Diversified, BFI, Greater Alameda Business Association
 - Hosted Healthcare Job Fair at College of Alameda with Alameda One Stop Career Center
-
- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.
 - Part-time hourly IA, Laura Spencer Vacca served as College of Alameda Classified Senate Secretary, 2015-16 AY.
 - DSPS supports adjunct faculty and part-time hourly employees in their participation in Professional Development trainings, encouraging these employees to participate and paying registration fees when the budget permits.
 - Adjunct LD Specialist was supported through Staff Development funding to attend the CCCCCO Learning Disabilities Eligibility and Services Model (LDESM) Training in June 2016.
 - Two part-time classified staff members who work in the College to Career program are being supported to attend the California Association of Postsecondary Education

and Disability's statewide College to Career meeting and training specific to working with students with Autism Spectrum Disorder and/or ADHD in October 2016.

- All part-time, adjunct and temporary staff are encouraged to attend and participate fully in department meetings.
 - All part-time, adjunct and temporary staff are encouraged to participate in program planning meetings/
 - Department communications are sent to a comprehensive COA DSPS list including all part-time, temporary hourly employees and adjunct faculty.
-

9. Professional Development:

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.
 - Members of the DSPS, C2C and WorkAbility faculty and staff attend and participate in California Association of Postsecondary Education and Disability conference annually. This conference addresses best practices, current technology for serving and accommodating students with disabilities, issues surrounding disability culture, etc.
 - Members of the DSPS faculty and staff attend workshops and trainings at the High Tech Training Center Unit. Specific training for technology and tools for accommodating students.
 - The DSPS coordinator regularly participates in the CCCCO DSPS office's webinar trainings to keep current with requirements.
 - LD Specialist, Lynn Rex participates in Region 3 LD Specialist meetings Region 3 Coordinators meetings; in spring 2016 College of Alameda's DSPS hosted this meeting.
 - DSPS Solutions (formerly Galvin Group)
 - DSPS faculty participates in CCCCO listervs including: DSPS Directors, LD Specialists, Intellectual Disability and Autism information listserv,
 - District Counselor meetings
 - Campus counseling dept meetings
 - Grants trainings
 - District provided trainings: Audit Kick-off, Grants & Contracts training, Budget Allocation Model,
 - District-wide DSPS coordinator meetings
 - CCCCO LDESM training
-

10. Department, Program or Administrative Unit Goals and Activities:

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Support Services:**

Activities and Rationale:

Continue to improve the supports available to students through increased permanent staffing (both classified and faculty) in DSPS. Fully implement Student Accommodation Manager for the maintenance of DSPS student files and provision of accommodations. This will also improve reporting capacity.

- **Goal 2. Assessment (of SAOs or AUOs):**

Activities and Rationale:

Continue to review SLOs and SAOs/PLOs annually. DSPS faculty works collaboratively to ensure that assessment is completed efficiently, and that the development of SLOs/SAOs/PLOs is ongoing and evolving with student and program needs. DSPS would like to complete a student survey regarding Program Learning and Service Area Outcomes.

- **Goal 3. Student Success and Student Equity:**

Activities and Rationale:

Increase orientation to the college for students with disabilities; ensure timely provision of services including SEP development, increase the availability of embedded tutoring in Learning Skills and Cognitive Skills classes. Increase access to campus for individuals with disabilities by supporting WorkAbility and College to Career, increasing LD testing capacity, increasing counseling hours.

- **Goal 4. Student Success:**

Activities and Rationale:

See Goal 3.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

Participate in Professional Development conferences, trainings, regional and district-wide collaboration to ensure that all staff, faculty and programs reflect best practices. Continued involvement on COA and District Committees and in community partnerships and collaborations. Ongoing training in technology, budget processes & reporting requirements including APUs and Program Review processes.

Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
 Prioritized New Resource Requests Summary

College:

Alameda

Discipline, Department or Program:

DSPS

**Contact Person: Rachel Goodwin,
Coordinator**

Date: 10/14/2016

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	DSPS:				
	• College funding to support additional DSPS Counselor hours (adjunct, extra service, or additional month)		Up to \$25000	6, 9, 20	A.1, A.2, A.4
	• Adjunct LD Specialist		Up to \$20000	9, 10, 13, 20	A.4, C.2
	• College funding to support additional month for DSPS Coordinator		\$10000	3	A.1, A.2, A.4
	WorkAbility III:				
• Partial college funding WAIII Program Coordinator		\$40000	3,14	B.2, A.4	
• Partial college funding WAIII Employment Coordinator		\$40000	3,14	A.4, B.2	

	College to Career: <ul style="list-style-type: none"> Partial college funding College to Career Coordinator 		\$40000	3	A.1, A.2,B.2
Human Resources: Classified	<p>DSPS:</p> <ul style="list-style-type: none"> 1.0 FTE Support Services Specialist (Accommodations) – cost split college/DSPS 1.0 FTE Senior Clerical Assistant cost split college/DSPS Hourly IAs to assist in DSPS courses for students with disabilities; Hourly sign language interpreters and real time captioners Alternative media staff <p>WAI/II/C2C:</p> <ul style="list-style-type: none"> Partial college funding to support Job Developer 		<p>\$65346-\$86000 depending on fringe</p> <p>\$65346-\$86000 depending on fringe.</p> <p>Varies based on number needed</p> <p>Varies based on student needs</p> <p>\$30000</p> <p>\$20000</p>	<p>20,21</p> <p>20,21</p> <p>22</p> <p>22</p> <p></p> <p>14</p>	<p>A.1, A.4</p> <p>A1,A.2, A.4</p> <p>A.1, A4,C.2</p> <p>A.1, A.4, A.3</p> <p>A.4</p> <p>A.4, A.3</p>
Human Resources: Student Workers	Note-takers, Student workers		Varies based on accommodation needs.		A.1, A.3, A.4

Technology	<ul style="list-style-type: none"> • Ongoing college support of Student Accommodation Manager Software 	1	\$8400/year	13	A.1, A.3, A.4, B.2
	<ul style="list-style-type: none"> • Subscription for a Text-to-Speech screen reader, Natural Reader for at least 4 computers (2 in the Adapted Computer Learning Center, and 2 in the Learning Resources Lab (L213)) 	1	\$129.50 per computer on which installed. Minimum of 4 computers requested.	23	A.1, A.3, A.4
	<ul style="list-style-type: none"> • Updated adaptive software for Adapted Computer Learning Center lab and classes. 	1	\$varies per year based on updates needed	23	A.4, A.1
	<ul style="list-style-type: none"> • Smart Pens 	2	\$150-200 per unit	24	C.2, A.4
	<ul style="list-style-type: none"> • iPads plus accessories (protective cover, charging stand, etc) 	2	\$400-700 per unit	24	C.2, A.4
Equipment	<ul style="list-style-type: none"> • Wireless printer for student use in ACLC 	2	\$200	23	A.4, C.2
	<ul style="list-style-type: none"> • Smartboard for Adapted Computer Learning Center 	3	To be determined	23	A.4
	<ul style="list-style-type: none"> • Updated computers and monitor for use by students in the ACLC lab and classes. 	1	To be determined	21,23	A.1, A.2, A.4
	<ul style="list-style-type: none"> • Maintenance contract for the high speed scanner used for creating texts in alternate format to ensure reliable access to curriculum and extend hardware life. 	1	\$2000	23	A.4

Supplies	<ul style="list-style-type: none"> Office supplies Classroom supplies 	1 1	Varies Varies		A.1, A.2, A.4 A.1, A.2, A.4, C.2
Facilities	<p>DSPS:</p> <ul style="list-style-type: none"> Learning Skills Program (L210) needs upgrades to HVAC in order to ensure a safe, healthy learning environment free of extreme heat and cold; Learning Skills Program (L210) needs electrical upgrades to ensure consistent power and functionality necessary for effective teaching. <p>WAIll:</p> <ul style="list-style-type: none"> Signage Door opening access button 	1 1 3 2	Cost to be determined through facilities Cost to be determined through facilities \$500 Cost to be determined through facilities	23 23 23 23	A.4 A.4 A.1, A.3 A.1, A.3
Professional Development	<ul style="list-style-type: none"> Support for faculty and staff attending or presenting at conferences to ensure currency in the field Ongoing training by the college/district on budget, technology, reporting requirements 	1 1	Varies Varies	26 26	D.1, A.1, A.2, A.3, A.4, C.2 D.1
Other (specify)	<ul style="list-style-type: none"> WAIll: Cash match support of WAIll by college. 	1	To Be Determined up to \$100000	6,7,11,14	A.4, C.2

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____

Discipline, Department or Program: DSPS

Contact Person: Rachel Goodwin, DSPS Coordinator

Date: 9/30/2016

Please see mapping from TaskStream below

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
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College of Alameda AMS » Student Services
DSPS

Standing Requirements

Outcomes

DSPS Outcome Set

Outcome	Mapping
Goal Setting Students will have met with their DSPS counselor, and will have developed an educational plan, focused on individual academic, vocational, and/or personal growth goals.	Institutional Learning Outcomes: Problem Solving and Decision Making, Institutional Learning Outcomes 2006-2009: a. Develop self-awareness and confidence, b. Prepare for personal, educational and/or career goals
Educational Accommodations Students will work with DSPS staff and faculty identify the appropriate academic accommodations necessary to address their individual disability needs.	Institutional Learning Outcomes: Problem Solving and Decision Making, Institutional Learning Outcomes 2006-2009: a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, b. Prepare for personal, educational and/or career goals
Self-Advocacy Students will effectively utilize their disability related accommodations and services; articulating their disability needs to staff and faculty.	Institutional Learning Outcomes: Civic Responsibility, Interpersonal Skills

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Appendix C

Program Review Validation Form and Signature Page

College:

Department, Program or Administrative Unit:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input data-bbox="118 405 164 451" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="118 546 164 592" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input data-bbox="118 703 164 749" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name Signature Date

Counseling Department Chair

Print Name Signature Date

Received by Vice President of Instruction or Vice President of Student Services

Print Name Signature Date

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to</p>

	<p>better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>
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