2020-21 Annual Program Update

Instructional/Services/Administration

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| NAME | DEPARTMENT/PROGRAM | DATE |
| Elissa Jaw | SAS/DSPS | 11/5/2020 |

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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

1. 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’s mission.

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| Our mission is to provide accommodations and assistance to students with disabilities that facilitate their achieving their educational goals. We are committed to ensuring that students receive equal access to all programs and services. To that end, we seek to balance the student’s right to access with our obligation to protect the integrity of our college’s programs and services. |

1. List your faculty and/or staff with assignments in fall 2020.

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| Full Time | Part Time |
| Maricela Becerra  Roberto Gonzalez  Dolores Harshaw  Elissa Jaw  Catherine Lynn Massey | Aidan Kyle Carter  Jack Smith  Jean Rowland  Bendi Yilmaz |

1. The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.

What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?

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| The program goals listed in the 2018-19 Program Review Report for SAS were as follows:  **Goal 1**  To increase program staffing to ensure PSSD (now SAS) is able to continue to provide effective supports and services for an increasing number of program participants and to assist the campus in meeting the goals of the 2016 -2021 Education Master Plan. Progress In fall of 2018, the department had hired a full-time instructional assistant to support alternate media services, but the position was vacated in less than 1 year. SAS is also in need of a full-time counselor/instructor, but with increasing salary and benefit costs of current staff, the program remains extremely underfunded to support the expansion of staffing.  **Goal 2**  To identify dedicated space for proctored testing and assistive technology offerings to improve the program’s effectiveness and to increase the access, retention, and success of BCC students with disabilities. Progress The program cannot provide assistive technology training to students until college funding will support a position to render this service. Securing test proctoring space during peak times continue to be an issue in a singular campus building with finite spacing options. New proposed building to expand BCC classroom space may ease test proctoring needs in the future.  **Goal 3**  Because SAS estimates that the program only serves three to four percent of the student population, it reasons that there is significant room for growth given that demographics estimates suggest eight to 10 percent of the population has a qualifying disability. SAS should align with applicable SAS enrollment activities such as on-campus and community outreach. Progress The total fall 2018 headcount for SAS was 276. In fall 2019, the total number of registered SAS student jumped to 350. This represents a 26.8% increase in enrollment of students with disabilities for SAS services. Spring semesters also increased showed an increase registration with SAS of 4.2% from 2019 to 2020.  **New goals for 2020-21:**   1. Implement the Accessibility Information Management (AIM) software for all four Peralta SAS departments so that students will only need one application to receive services from any SAS program in the district.   **Progress**  The AIM software has been purchased by the district and currently SAS staff and coordinators are working with vendors and each other to develop unified forms for student application and intake process. Software implementation may extend through 2021 summer and fall semesters depending on IT availability.   1. Support students’ need for social interaction due to lack of cohesive program space, campus closure and online learning environment. Increased rates of depression and anxiety have been reported statewide and prevalent for students with disabilities with these pre-existing conditions.   **Progress**  Increased reports of students’ mental health exacerbations due to the COVID-19 pandemic shuts downs will require assessment and measurement of student needs. Plans to conduct student focus groups and surveys to assess the social needs of students and related feelings and perceptions about their current educational environment to be conducted between now and spring 2021. |

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

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| Student Accessibility Services currently utilizes:  -5 office spaces,  - 2 testing rooms and  -1 file/storage room. |

1. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (define). Review BCC’s Student Equity Plan (link) and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for PR/APUs  1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)  **Planning Documents**   1. College Strategic Goals 2. Student Equity Plan 3. District Strategic Goals 4. Vision for Success 5. Student Centered Funding Formula (SCFF) 6. Technology Plan 7. Facilities Plan |

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| Based on the data drawn from the district’s Microsoft Power BI Tool, Student Accessibility Services (formerly Program and Services for Students with Disabilities) for the first time in three years, saw increased student retention rates that were above the college campus retention rates for the 2019-2020 academic year (88.7%for SAS students as compared to 87.7% campus-wide). Another significant change for the department is that while the overall awards conferred by the college increased 3.97% from 2018-19 to 2019-20 academic years, SAS had increased overall conferred awards by 14.61% during the same years.  In prior years, we have noted in our APU and Program Review reports the discrepancies in gender enrollment and retention rates. There appears to be a closing gap between men and women in both completion and retention rates among SAS students at Berkeley City College. Course completion rates show decreasing percentage differences for academic years 2017-18 (5.4%), 2018-19 (2.5%) and 2019-20 (1.1%) between men and women. Course retention rates, though appearing to fluctuate more, still demonstrate a similar narrowing gap (5.9%, 0.4%, 2.1% for the same respective years).  Course completion and retention rates data for SAS students among the different ethnic groups show a consistent and steady increase each year for every ethnic groups from 2017-18 to 2019-20 academic years. Excluding Military Withdrawals (MW) and Excused Withdrawals (EW) data, the overall course completion rate for 2017-18, 2018-19 and 2019-20 years were 64.2%, 65.7% and 76.1% respectively. Likewise, the overall course retention rates increased from 77.4% (2017-18) to 78.8% (2018-19) to 87.3% (2019-20), also excluding MW and EWs. Analyses between ethnic groups do point to variation in percentage course completion and retention rates, with Hispanic/Latino groups with the lowest completion and retention rates (67.4% and 83.7% respectively) and Asian groups at 84.7% completion rate and 92.4% retention rate for the 2019-20 school year. Black /African American students were only 2-3% above Hispanic/ Latino groups in these rates which indicate the inequities for these two ethnic groups. The SAS gap for these two ethnic groups compared to overall course completion and retention rates for the entire campus does not appear to go beyond a 5% difference and mostly reflect consistency with campus-wide course completion and retention rates. |

6. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta? \_\_Yes \_X\_No

If no, when is it scheduled to be assessed and recorded? Assessed and recorded by Jan 30, 2021

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| SLOs and PLOs do not apply as SAS does not currently offer any Educational Assistance Classes or certificate programs through the department.  The follow Service Area Outcomes (SAOs)were listed on the 2018-2019 Program Review Report as well as the 2019 APU:   1. PSSD will teach students how to best utilize PSSD services in order to receive equal access to course material and meet course requirements. 2. PSSD will provide written policy and guidelines and a student handbook on how to request accommodation services from the college and PSSD. 3. Design and implement programs leading to equitable access and success.   Current SAOs for SAS are undergoing revisions. |

1. Describe the outcomes and accomplishments from previous year’s funded resource allocation request.

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| Brief description of funded request | Funding Source  (any additional award outside your base allocation) | Total  Award Amount | Outcome/Accomplishment |
| AIM Data Management Software | District Funds | >$4000 | District granted purchases of software for a 1-year license agreement shared between four DSPS departments. We will still need continued funding to continue software license for following years. Recommend to purchase 3 year license. |
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1. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, copy and paste the table below.*

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| **IMPROVEMENT ACTIONS** | |
| Name: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

**Prioritized Resource Requests**

In the boxes below, add resource requests for your department/program that have not been funded by existing sources. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank.

You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs. (link to salary for faculty/staff)

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| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| Personnel |  |  |  |  |  |
| Classified Staff | DSPS IA | $50,000 | $60,000 | $110,000 | 1 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | DSPS Counselor | $50,000 | $3600 | $53,600 | 3 |
| Full Time Faculty | DSPS Counselor/Instructor 1.0 FTE | $78,000 | $62,000 | $140,000 | 2 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | CAPED Conference | | | $2000 |  |
| Personal/Individual PD needed |  | | |  |  |
| Supplies | Description/Justification | | | Estimated Cost |  |
| Software | AIM – 3 year license (BCC apportionment for district-wide software)  Other software license renewals:  Jaws: $3,500.  ZoomText: $2,500K  OmniPage, Duxbury DBT WIN, MathType: $1,500 | | | $14,400 (AIM 3 year subscription)  $7,500 |  |
| Books, Magazines, and/or Periodicals | DSM V and ICD reference books | | | $200 |  |
| Instructional Supplies | Achievement and Cognitive Testing; SmartPen paper and cartridge replacements | | | $2200 |  |
| Non-Instructional Supplies | Office supplies; | | | $1500 |  |
| Technology & Equipment | Description/Justification | | | Estimated Cost |  |
| New | Ubi-Duo/ SmartPens supplies/Microphone/Assistive Listening Device; 1 laptop | | | $6000 |  |
| Replacement | Cameras for test proctoring room; 2 desktop computers | | | $3500 |  |
| Facilities | Description/Justification | | | Estimated Cost |  |
| Classrooms | See labs below. | | |  |  |
| Offices | Need for 1 office space for full time counselor | | | n/a |  |
| Labs | Computer lab to teach assistive technology and adaptive equipment to students. | | | $1000 |  |
| Other |  | | |  |  |
| Library | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| Other | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |