

Coastline Community College
 Annual Institutional Planning Report
 Departmental Review

Department: Special Programs and Services

Planning Year 2014 for 2015 planning process

A. Data and Analysis

1. Department/Program Data

	Current Year 2014-15	Previous Year 2013-14	Two Years Prior 2012-13
Number of Full-Time Classified	3	1	1
Number of Full-Time Faculty	1	1	1
Number of Full-Time Managers	0	0	0
Number of Part-Time Classified	1	3	2
Number of Part-Time Faculty	0	0	0
Number of Part-Time Managers	0	0	0
Students Served (unduplicated)	159*	281	278
Total Costs	98,026.48*	139,513.26	140,312.16

2. Department Activities

Mainstream Support Services is a component of Coastline Community College’s Special Programs and Services for the Disabled Department. The services are funded by AB-77 monies, which are categorically earmarked for students with disabilities in the college through the state chancellor’s office Disabled Students Programs and Services (DSP&S) department. Most services that DSP&S provides are mandated by state and federal regulations. Section 56002 of Title 5 of the California Education Code gives the general definition of a student with a disability. To qualify, “a person must: (1) Be enrolled at a community college (2) Have a verifiable disability (3) Be unable to fully benefit from the regular programs and services offered by the college due to the educational functional limitation of a disability; and (4) Need specialized services or instruction in order to mitigate these disability-related limitations.”

*Figures are as of 10/31/14

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3. Proposed Projects Requiring Additional Resources (not listed in Section B-Action Plans/Resource)

Project Name and Description	Total Additional Dollars/Staff Needed
None requested	

4. Outcomes (from most recent Department Review or Annual Department Reports)

Administrative Unit/Service Area Outcomes	AUO/SAO Findings
Students will be able to explain their educational limitations related how to their disability.	Survey results revealed that 95% of the students surveyed did not qualify and therefore did not access services from Special Programs and Services, of the 5% that did qualify and access services--79% stated that they are better able to explain how their educational limitations are related to their disability.
Students will be able to explain how their disability affects their learning.	Survey results revealed that 95% of the students surveyed did not qualify and therefore did not access services from Special Programs and Services, of the 5% that did qualify and access services--84% stated they are better able to explain the affect that their disability has on their learning.
Students will be able to identify the Special Programs services/accommodations they qualify and aid in their success.	Survey results revealed that 95% of the students surveyed did not qualify and therefore did not access services from Special Programs and Services, of the 5% that did qualify and access services—89% stated they are better able to identify the Special Programs and services/accommodations they qualify and aid in their success.

Action Plans in response to the outcomes:

Survey results indicate that students who are accessing services are better able to explain and identify their needs. Consideration to expand Outcomes to include a question pertaining to the student’s success and access to service/accommodation.

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5. Progress on 5-year Goals (from most recent Program Review)

Goal	Complete	Partially Complete	Not Started	Abandoned	Comments
Hire two contract (one part-time and one full-time) support staff members to insure service delivery to the increasing number of students participating in program. (June 2013)	x				Positions were approved, posted and searched, and selected during the Spring 2014 term. Approval process, discussions, and development of job descriptions took more than 2 years to receive administrative approval to spend DSPS allocation. Final search for 2 contract included one (40 hour a week) and one 75% (30 hour a week) positions.
Continue outreach to new and continuing qualified students. (Strategic Goal 3)	x				Ongoing goal--Special Programs and Services Coordinator and support staff field inquiries and process applications for services throughout the year. Marketing materials include brochures, in-service, social media, and special programs help email.
Continue to outreach and in-service faculty about instructional responsibilities to provide student access to online, web-based, and in class resources. (Strategic Goal 1)	x				Ongoing goal—Coordinator is an active member of the Academic Senate, attends New Faculty Orientations, provides in-serving to staff and faculty, and notifies faculty of student access needs. Acts as a resource to the Distance Learning and Contract Education departments and faculty as it relates to services and instruction of students with disabilities.
Convert current “paper” communication tools distributed to staff and faculty (Reasonable Accommodation Checklist, Instructor Contact, and Student Progress Summary Forms) to electronic formats to be distributed via email. (Strategic Goal 3)		x			Field tested a variety of forms created in-house. Investigated, participated in an online orientation of Clockwork a scheduling and data tracking software system. In the Spring of 2014 CCC and GWC purchased Clockwork for implementation for Fall 2014. Implementation has been delayed, by district, while OCC decides if they will purchase the system.
Continue to develop, partner, and expand relationships with college student services and	x				Ongoing goal.

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programs to increase access, awareness, and success of students served through Special Programs. (Strategic Goal 1)					
Continue to seek more efficient means for student tracking and mandated record keeping, to maintain and improve efficiency with the increase in number of students served and services necessary to serve those students. (Strategic Goal 1 and 3.)	x				Purchased Clockwork in Spring 2014. Working with district IT to determine implementation date.
Work with Facilities Committee and campus Maintenance and Operations to remedy issues related to student access at the Newport Beach Center.	x				Ongoing. Most issues are student specific and can be addressed in cooperation with M&O and the Newport Beach Site Facilitator.
Redesign current Mainstream Support brochure to reflect new center, college services, and opportunities. (Strategic Goal 1 and 2)		x			Brochure design in process. Implementation of Clockwork will address issues related to electronic communication with students, faculty, and support services.

Analysis of Progress on 5-year Goals

Progress in meeting 5-year goals has been as planned. Implementation of Clockwork will assist in streamlining service and communication with students, faculty, and other student services within the college.

6. New Annual Program/Department Goals

Goal	5 Year Goal Addressed	Project Completion Date	Lead Employee	Comments
See section 5 for goals ongoing and in progress.				

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B. Action Plan and Resource Requests Based on Annual Data

Action	Institutional planning goals*	How action will improve student success or operational performance	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
None Requested							

*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, AUO/SAO evaluation and assessment, College Mission, or other relevant planning documents. **Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.