



2017-2018

Comprehensive Program Review

Special Programs and Services for the
Disabled

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Executive Summary

Special Programs and Services for the Disabled is **in a period of great change**.

Unlike most of its community college peers, since the inception of Coastline's Special Programs and Services for the Disabled Department, it has been known more for its programs than its services. It is important to note, however, that the department is not mandated to provide instructional programs, but the college is mandated under federal law and state regulations to provide reasonable accommodations for qualified students with disabilities who are enrolled in college course work with a goal of transfer, degree and certificate completion, and/or academic remediation. These accommodations are provided by staff in the Mainstream Support section of the department.

In the last five years, the number of mainstream Coastline students seeking support services has increased at a rate of 85 percent, during which time the college enrollment has only increased by 11 percent. Similarly, in the last five years, the number of mainstream college classes for which accommodations were provided jumped 62 percent, while college FTES increased by 7 percent.

Coastline's staffing for Mainstream Support currently is lower than at any other California community college that serves a comparable number of mainstream students. A survey of DSPS coordinators at colleges with comparable student counts showed an average of over 7 staff members providing mainstream services compared to Coastline's FTE equivalent of 4.2.

Assuming that demand for mainstream support services continues at the same pace of growth (or even half the pace), current staffing will not be adequate to meet the college's legal obligations to provide timely accommodations. At the same time, because of changes in the state's DSPS funding formula which favors some disability groups (e.g., students who are deaf), **Coastline's DSPS allocation for 2021-22 is projected to decrease by 27 percent compared to 2018-19.** (For a complete explanation and comparison of the states old and new MIS DSPS categories and weights, please see Appendix A.)

At the same time, the department is facing the impending closure of Fairview Developmental Center (representing the loss of a categorical program which houses two tenured faculty), a shifting noncredit landscape which favors vocational offerings over the remedial and enrichment classes historically offered in our program for students with Intellectual Disabilities (ID), increases in demand for mobility classes for seniors, and decreased enrollment in its acclaimed Acquired Brain Injury (ABI) Program.

Initiatives to address the situation include (1) increasing staff by one classified position in 2019-20 and one certificated position in 2020-21, (2) increasing efficiencies by transitioning to electronic student files, (3) creating more ID vocational certificates that qualify for enhanced noncredit funding, (4) consideration and exploration of training opportunities for faculty displaced by the closure of Fairview Developmental Center, and (5) reengineering the ABI Program.

Mission Statement

The mission of Coastline's Special Programs and Services for the Disabled is to facilitate academic proficiency and independence for Coastline Community College students with disabilities by providing accessible, effective, creative support services in a caring and respectful environment.

Section 1: Program Planning: Special Programs

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Special Education Enrollment	3,428	3,461	3,380
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Special Education Resident FTES	145.84	136.52	135.52
Sections	223	220	230
Fill Rate	60.6%	65.0%	61.0%
WSCH/FTEF 595 Efficiency	181	151	141
FTEF/30	13.7	15.4	16.4
Extended Learning Enrollment	0	0	0

The percentage change in the number of Special Education **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Special Education credit courses showed a minimal difference from 2015-2016 and a moderate decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Special Education courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Special Education courses showed a moderate decrease from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Special Education courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Special Education courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Special Education **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Special Education Enrollment	3,428	3,461	3,380

Modality	2014-15	2015-16	2016-17
Traditional	99.6%	99.5%	100.0%
Online	0.0%	0.0%	0.0%
Hybrid	0.4%	0.5%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	58.0%	59.1%	59.3%
Male	41.2%	40.4%	40.1%
Unknown	0.8%	0.5%	0.7%

Ethnicity	2014-15	2015-16	2016-17
African American	0.4%	0.5%	0.5%
American Indian/AK Native	0.4%	0.4%	0.5%
Asian	7.7%	8.0%	7.6%
Hispanic	4.8%	4.1%	4.6%
Pacific Islander/HI Native	0.3%	0.3%	0.3%
White	24.6%	23.6%	21.5%
Multi-Ethnicity	0.9%	1.2%	1.2%
Other/Unknown	60.9%	61.9%	63.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	1.2%	1.6%	1.6%
20 to 24	8.5%	9.8%	7.6%
25 to 29	8.7%	8.4%	8.8%
30 to 34	6.8%	6.6%	7.1%
35 to 39	5.1%	4.4%	4.7%
40 to 49	12.2%	9.8%	10.0%
50 and Older	57.4%	59.3%	60.1%

Special Education courses made up 5.6% of all state-funded enrollments for 2016-17. The percentage difference in Special Education course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Special Education during 2016-17 showed 100.0% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Special Education enrollment consisted of 59.3% **female**, 40.1% **male**, and 0.7% students of **unknown** gender. In 2016-17, Special Education enrollment consisted of 0.5% **African American** students, 0.5% **American Indian/AK Native** students, 7.6% **Asian** students, 4.6% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 21.5% **White** students, 1.2% **multi-ethnic** students, and 63.8% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Special Education revealed 1.6% aged **19 or less**, 7.6% aged **20 to 24**, 8.8% aged **25 to 29**, 7.1% aged **30 to 34**, 4.7% aged **35 to 39**, 10.0% aged **40 to 49**, and 60.1% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Special Education Degrees	0	0	0
College Awarded Certificates	748	644	602
Special Education Certificates	0	0	0

The percentage change in the number of Special Education **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Special Education **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Special Education Success Rate	84.4%	76.9%	74.9%

Modality	2014-15	2015-16	2016-17
Traditional	84.4%	77.0%	74.9%
Online	-	-	-
Hybrid	83.3%	76.5%	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	80.8%	76.5%	68.5%
Male	86.6%	77.9%	79.4%
Unknown	100.0%	0.0%	-

Ethnicity	2014-15	2015-16	2016-17
African American	100.0%	50.0%	57.1%
American Indian/AK Native	0.0%	0.0%	-
Asian	62.5%	75.0%	81.8%
Hispanic	78.3%	73.3%	75.0%
Pacific Islander/HI Native	-	-	-
White	86.2%	77.8%	74.1%
Multi-Ethnicity	80.0%	100.0%	40.0%
Other/Unknown	86.4%	78.5%	76.9%

Age Group	2014-15	2015-16	2016-17
19 or Less	-	60.0%	-
20 to 24	73.7%	78.6%	81.3%
25 to 29	87.0%	88.0%	85.7%
30 to 34	68.4%	61.9%	77.3%
35 to 39	88.9%	75.8%	72.4%
40 to 49	88.6%	75.0%	77.8%
50 and Older	85.8%	79.1%	70.3%

The percentage difference in the **course success rate** in Special Education courses in 2016-17 showed a slight decrease from 2015-16 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Special Education 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Special Education **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Special Education success rate for 2016-17, the success rate was minimally different for **traditional (face-to-face)** Special Education courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Special Education success rate for 2016-17, the success rate was moderately lower for **female** students in Special Education courses, slightly higher for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Special Education success rate for 2016-17, the success rate was substantially lower for **African American** students in Special Education courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, substantially lower for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Special Education success rate for 2016-17, the success rate was not applicable for students aged **19 or less** in Special Education courses, moderately higher for students aged **20 to 24**, substantially higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Special Education Retention Rate	99.6%	95.4%	96.4%

Modality	2014-15	2015-16	2016-17
Traditional	99.6%	96.7%	96.4%
Online	-	-	-
Hybrid	100.0%	76.5%	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	99.0%	95.8%	94.6%
Male	100.0%	95.7%	97.7%
Unknown	100.0%	0.0%	-

Ethnicity	2014-15	2015-16	2016-17
African American	100.0%	75.0%	100.0%
American Indian/AK Native	100.0%	0.0%	-
Asian	100.0%	100.0%	100.0%
Hispanic	100.0%	100.0%	100.0%
Pacific Islander/HI Native	-	-	-
White	100.0%	96.0%	96.3%
Multi-Ethnicity	100.0%	100.0%	100.0%
Other/Unknown	99.2%	95.9%	95.4%

Age Group	2014-15	2015-16	2016-17
19 or Less	-	100.0%	-
20 to 24	100.0%	96.4%	100.0%
25 to 29	100.0%	96.0%	95.2%
30 to 34	100.0%	95.2%	95.5%
35 to 39	100.0%	97.0%	96.6%
40 to 49	100.0%	85.7%	94.4%
50 and Older	99.2%	96.5%	96.0%

The percentage difference in the **retention rate** in Special Education courses in 2016-17 showed a slight increase from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Special Education 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Special Education **retention rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Special Education retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** Special Education courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Special Education retention rate for 2016-17, the retention rate was slightly lower for **female** students in Special Education courses, slightly higher for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Special Education retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Special Education courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and slightly lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Special Education retention rate for 2016-17, the retention rate was not applicable for students aged **19 or less** in Special Education courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and minimally different for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Internal Analysis: Acquired Brain Injury

Overview

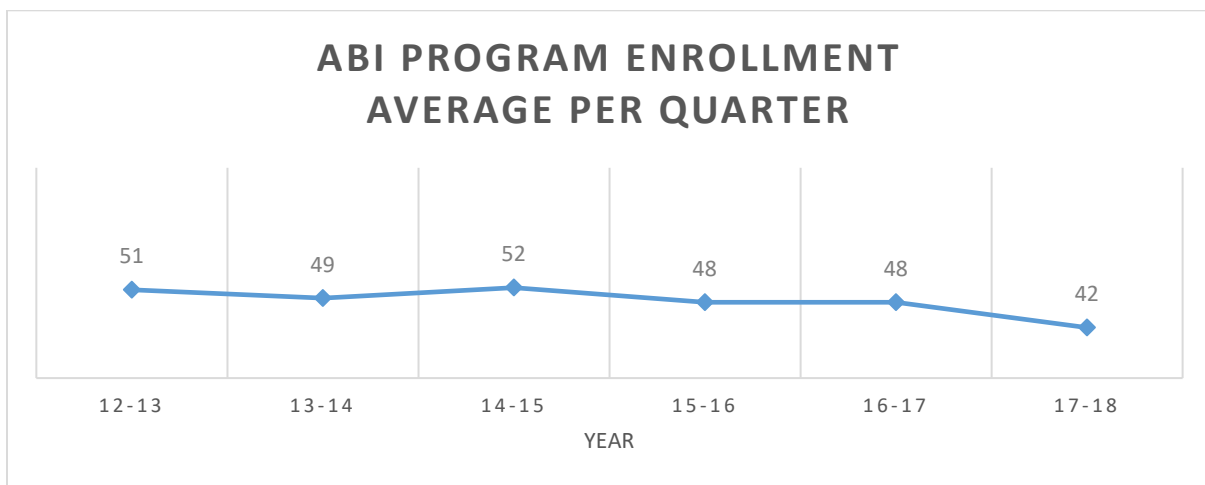
Coastline's ABI Program is a demanding one-year educational program designed to provide structured cognitive retraining for adults who have sustained a brain injury due to traumatic (such as a motor vehicle accident or fall) or non-traumatic (such as a non-age-related stroke, brain tumor or infection) injuries.

Coastline's ABI Program has developed a unique curriculum to address these special needs. The ABI Program emphasizes cognitive retraining, socialization, and career development to promote individual responsibility and independence. Students in the program learn strategies to compensate for deficits in:

- Organization
- Memory (internal and external)
- Decision Making
- Time Management
- Problem Solving
- Reading to Learn
- Note Taking

With a strong focus on emotional adjustment to brain injury and appropriate psycho-social skills, the program teaches students to apply these skills to practical, real-life home and work environments. Psychosocial concepts addressed include: brain anatomy, emotional intelligence, communication, and cognitive behavioral strategies. Overarching concepts include: goal setting, self-regulation, and compensation.

Currently, transitional/career development services and instruction are provided in a series of workshops held as separate courses. Participation in these courses is required in order to fulfill ABI graduation requirements. To strengthen the attention to and in response to student survey feedback, faculty are considering integrating transitional/career development curriculum as part of the ABI Program re-engineering.



As shown above, the ABI Program has experienced a 21 percent decrease in average enrollment in the last five years, with current enrollment levels at 52 percent below ten years ago.

With enrollments trending lower for the last five years, the program has decreased in number of “teams” (roughly equivalent to sections), and faculty are undertaking a new initiative (please see Initiative #5) to increase enrollment.

ABI Student Survey Results

Students were surveyed in April, 2018. Approximately 90 percent of students indicated they were either Somewhat Satisfied or Very Satisfied with each component (Cognitive class, Psychosocial class, Computer class and Counseling services). Over 85 percent were Somewhat Satisfied or Very Satisfied with the program as a whole and with their own progress in the program (81 percent). Typical comments included, “The program is awesome and I love that I have found ‘my people’.”

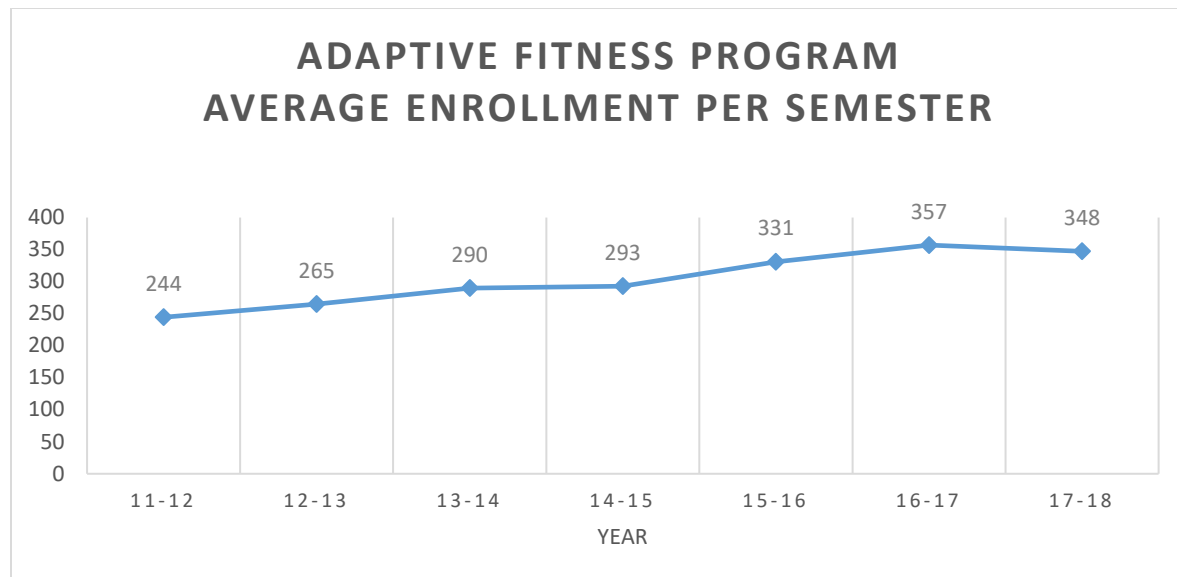
A somewhat lower percentage of students (74 percent) indicated they were Somewhat Satisfied or Very Satisfied with the program’s ability to prepare them for future pursuits. One student suggested, “I think the program should be more hands on helping us get a job or volunteer position.”

Internal Analysis: Adaptive Fitness

Overview

Coastline offers four classes designed to assist seniors with disabilities in the maintenance of general physical fitness, flexibility, and balance. Students participate in one class meeting per week for up to two hours. The classes are lively, positive and fun. Students report increased flexibility and energy. They also learn techniques to prevent dangerous falls and how to safely get up if they do fall.

Average enrollments have increased 42% in the last six years, as shown below.



Adaptive Fitness Student Survey Results

The students were administered a student satisfaction survey in Fall, 2018. A total of 256 students participated in the student satisfaction survey. Students stated they were very satisfied with the quality

of instruction (95%), scheduling of the classes (88%), facility location (90%), room size (89%), quality of classroom equipment (90%), staff support (95%), their success in the program (84%) and overall quality of the program (95%). Typical comments included: "Instructors are excellent!", "The class has improved my overall physical fitness, reducing arthritic pain", and "Very satisfied with instructors. Always responsive to my questions. I will register for the next class".

Internal Analysis: Intellectually Disabled (Fairview and Community Programs)

Overview

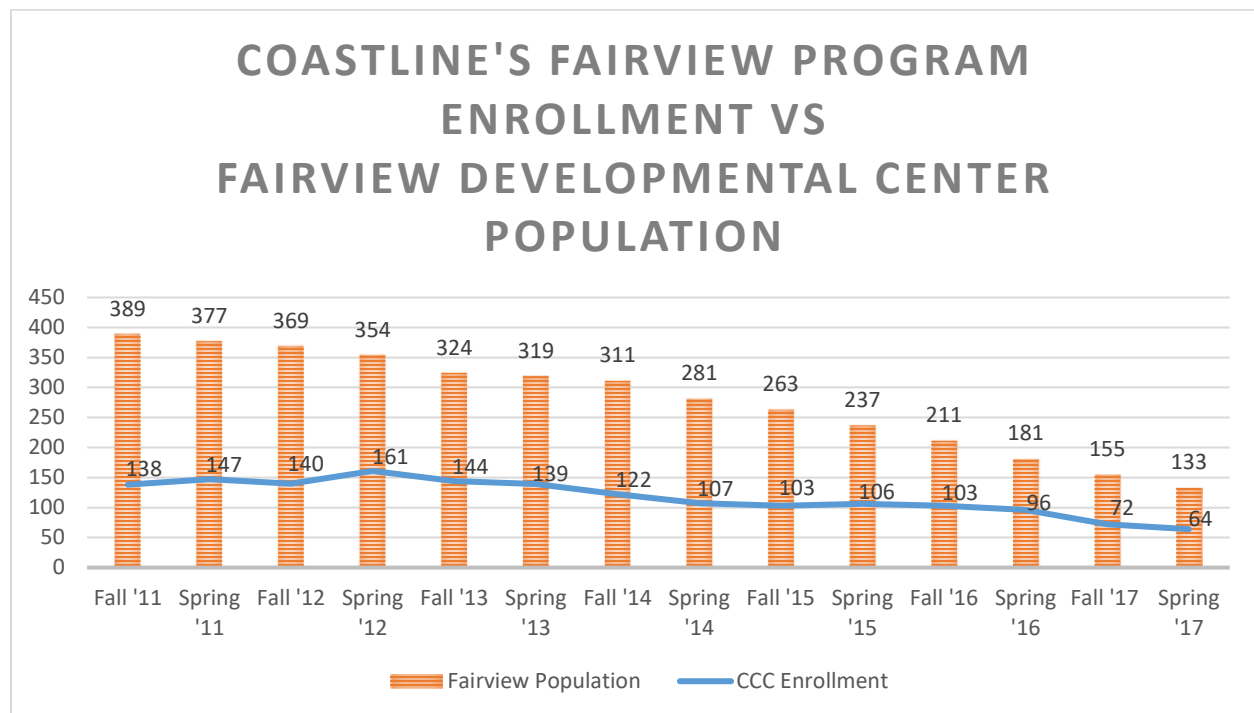
The Intellectual Disabilities (ID) program offers classes designed especially for students with lower cognitive skills, i.e., students who exhibit below-average intellectual functioning and a potential for measurable achievement in an instructional setting. The ID program has classes for students with mild to moderate ID and some classes for those individuals with more severe to profound ID. All classes offered are non-credit and are free.

There are currently two distinct components to the ID program:

- **Fairview Developmental Center Program**, in which the college provides classes for the residents of this California State Developmental Disabilities Center for individuals with severe to profound ID. All classes are provided/taught at Fairview Developmental Center.
- **Community ID Program**, which serves students who reside and/or work in the community, in group homes, day programs, workshops, etc. This group is primarily mild to moderate ID. Classes are offered at the NBC and also at sites in a variety of cities throughout the Coast Community College District.

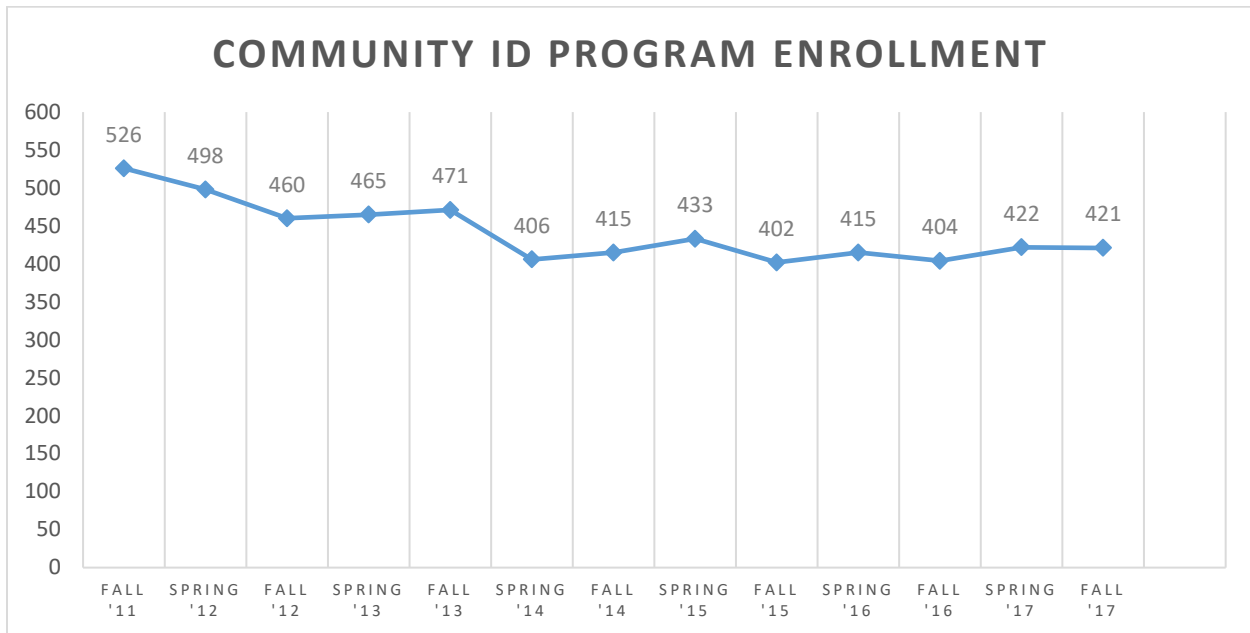
Fairview Developmental Center Program.

Fairview Developmental Center has been gradually decreasing its number of residents as it prepares for closure no later than 2021. Enrollment in Coastline's Fairview Program has declined at a similar pace, as shown below. The Community College Chancellor's Office provides categorical funding for this program which cannot be used for any other disability programs' expenses. Full funding has been confirmed for 2018-19. At some point, the funding will be eliminated. The program is staffed with two full-time faculty members who were hired expressly to teach at Fairview.



Community ID Program.

Enrollment declined in 2011-12 and in Spring '14 but has remained relatively stable since that time although number of classes has increased in that period, resulting in low efficiency.



Community ID Student Survey Results

Students are satisfied with the classes, with over 95 percent agreeing with the statement, “I am learning in my class,” and 81 percent agreeing that “I feel successful in my classes in the ID Program.” At the same time, over 72 percent indicate “I am interested in learning about vocational/job classes.”

COAST Vocational Program

The Community ID Program has consisted of remedial and enrichment non-credit class offerings (e.g., reading, art, critical thinking, music) for over 20 years. Recently, the state landscape for non-credit courses changed with the advent of Enhanced Non-Credit courses. Utilizing Adult Education Block Grant (AEBG) funds, Coastline has and is developing a series of vocational non-credit programs designed to meet the needs of students with moderate and mild ID, including autism.

Called COAST (Career Opportunities through Academic Support and Training), the purpose of this program is to provide specific job and employability skills training to students in a chosen field of study, with the intention of transitioning to the workplace. Program length varies, typically requiring 3-4 semesters of enrollment and will run on a cohort model. Upon completion of program courses, the student will earn a Certificate of Completion in their field of study. Classes are non-credit and free.

The first certificate program, Horticulture, received state authorization for noncredit enhanced funding and was launched in Spring 2018. Upcoming programs include Porter (grounds-keeping), Culinary Arts, Animal Care, Drama, Guest Services, Art, Music, and Creative Arts.

The plan is to decrease remedial and enrichment offerings as the vocational programming increases.

Internal Analysis: Mainstream Services

Overview

Mainstream Support 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 (DSPS) department. Services provided by DSPS 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.”

Students with qualifying, verifiable disabilities (i.e., mobility, ADHD, autism, hearing, learning, vision, acquired brain injury, intellectual, mental health, other health impairments) receive interpreting services, note taking, registration assistance, specialized counseling, special materials/equipment (e.g., digital recorders, enlarged print materials, taped texts and other alternate format materials), test proctoring, tutoring and vocational guidance required by state and federal laws to enable them to succeed in college classes.

It should be noted students with disabilities who are participating in Mainstream Support Services are positively contributing to the Student Center Funding Formula by qualifying and receiving College Promise and Pell Grants, completing transfer-level math and English within their first year, earning associate degrees and credit certificates, and transferring to four colleges and universities.

Mainstream Services

Annual	2013-14	2014-15	2015-16	2016-17
Unduplicated	158	163	208	234
Term	2013-14	2014-15	2015-16	2016-17
Summer	55	56	74	68
Fall	91	91	129	139
Spring	88	94	139	156

DSPS Outreach—Community, Faculty, and Staff

Throughout the academic year, Coordinator, part-time academic Counselor, and staff participate in a high school transition events to promote Coastline and services provided by Special Programs through mainstream support.

Special Programs and Services Coordinator participates in new faculty orientations, a variety of college committees including Academic Senate, and a wide variety of college sponsored events (Dolphin Days). Each of these events are opportunities for faculty and staff to learn about their and the college’s responsibilities to serve students with disabilities and the resources provided by Special Programs. In the past, Special Programs and Services Coordinator has provided college-wide in-servicing to both faculty and staff (All College Meeting—Spring 2018—Paul Grossman, Office of Civil Rights Training), specific training to groups such as Student Success Tutors, and contributed articles about serving students with disabilities to Academic Senate News and Views.

When a student with a disability enrolls in a college course, Special Programs and Services notifies the faculty member of the student’s qualified services and accommodations by emailing the faculty member

a Reasonable Accommodation Form. The form itemizes all qualified services and accommodations pertinent for the enrolled student for that class. At midterms, Special Programs and Services emails a "Progress Report" to each faculty requesting feedback on how the student is doing in the course. Students who receive less than satisfactory comments or faculty recommendations are contacted by either the Coordinator or part-time counselor to discuss and develop of a plan and a list of services and resources that may assist the student. Equally important is contacting the student who is doing well to let them know that their hard work is being acknowledged.

Communication with faculty and Special Programs and Services Coordinator, part-time counselor, and key support staff is on-going throughout the term. Special Programs and Services Coordinator and staff are as much a resource to faculty and staff of the college as they are the students the department serves.

Students can initiate an application or be referred to Special Programs and Services at any time in the term up to the final. At Coastline, referrals to Special Programs are made by staff, faculty, administrators, as well as self initiated by the student

Mainstream Support Faculty Survey Results

In the Spring of 2019 Coastline College's Special Programs and Services Department participated in the California Chancellor's Office Community College DSPS Review Plan Survey. Electronic surveys were sent to all full-time and part-time faculty who taught during the 2018-2019 academic year. Forty-Eight percent of the respondents were full-time, while 52% were part-time. Faculty were asked how many times they had interacted with Special Programs and Services, all participants had interacted with the department at least once. Faculty stated they **agreed to strongly agreed** with the following: they were aware of the services provided by the department (100%), when they contacted Special Programs and Services regarding a question/concern for a student they received a response in a timely manner (100%), and they feel confident in their ability to create accessible materials for their class (100%). Eighty-one percent of the faculty respondents stated that they have a disability statement in their syllabus informing student who qualify to register with Special Programs, yet 57% stated that they were interested in reviewing a sample statement from the Special Programs and Services Coordinator.

DSPS Program Participation & Knowledge

In the Spring 2017 the Department of Institutional Research, Effectiveness, Planning, and Grant Development conducted an online survey. Of the 1,153 respondents, 4.7% have **received services** from the Special Programs and Services for the Disabled program, while 95.3% **have not**. The majority of respondents who have received services from SPSD are **satisfied** with the services they received (86.3%).

Those respondents who said that they have participated in the DSPS program were asked to indicate the **change** in their **knowledge** for each of the statements as a result of using services from the SPSD Office.

Change in Knowledge after Receiving SPSD Services

Answer Options	Better	The Same	Worse	Response Count
I can explain the educational limitations related to my disability.	68.6%	29.4%	2.0%	51
I can explain how my disability affects my learning.	60.8%	33.3%	5.9%	51
I can identify the Special Programs services or accommodations I require in order to be successful.	74.5%	19.6%	5.9%	51

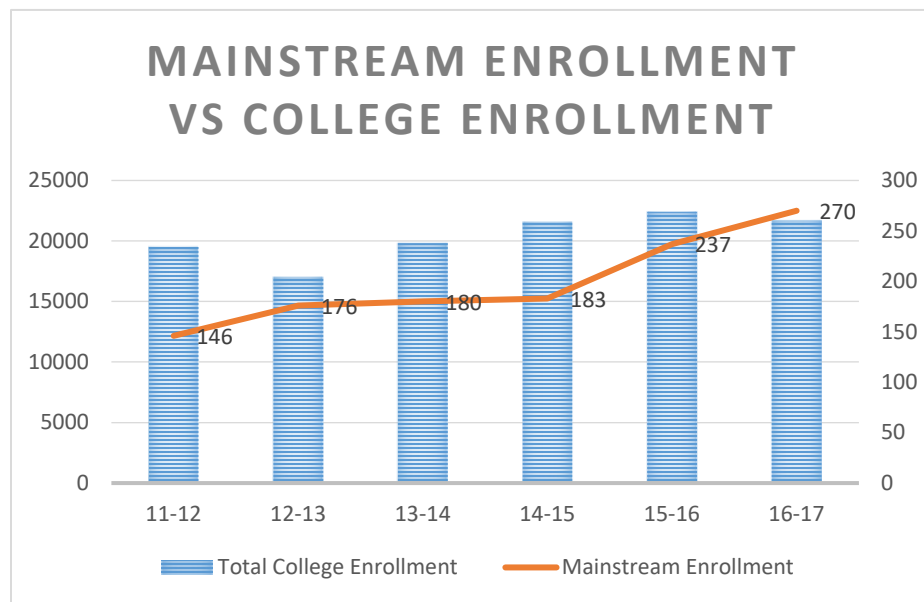
The majority (68.6%) of respondents reported that they can explain the educational limitations related to their disability **better**, and 29.4% said they experienced **no change** in their knowledge from using the SPSP Office. Similarly, 60.8% of respondents who have participated in the SPSP program indicated that they can **better** explain how their disability affects their learning, and 33.3% said it's **the same**. Lastly, 74.5% of respondents said that they are **better** able to identify the Special Programs services or accommodations they require in order to be successful, while 19.6% said their knowledge of such services are **the same**.

Mainstream Support Student Survey Results

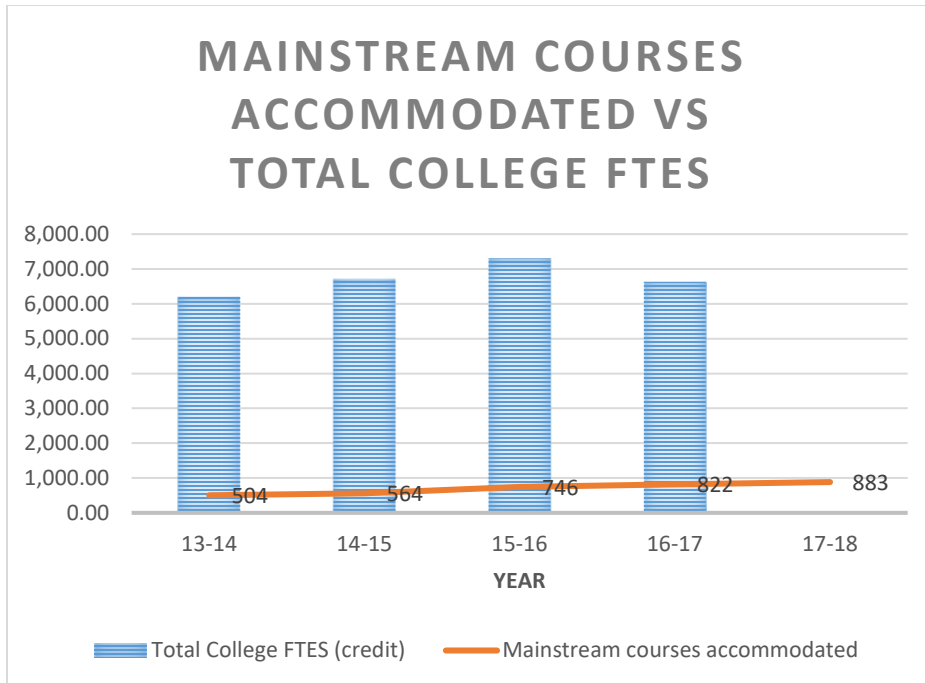
In the Spring of 2019 Coastline College’s Special Programs and Services Department participated in the California Chancellor’s Office Community College DSPS Review Plan Survey. Electronic surveys were sent to all students who had participated in Mainstream Support Services during the 2018-2019 academic year. Students stated they **agreed to strongly agreed** to the following: Special Programs is responsive (85%), Special Programs contributed to my success in college (100%), I self-advocated with my instructors about my needs (100%), I can explain the connection between my academic adjustments and my disability (86%), my academic adjustment has helped me reach my educational goal (100%), and Special Programs and Services is a welcoming and positive environment making it comfortable to request assistance (100%).

Dramatic Growth in Need for Mainstream Support Service

In the last five years the number of mainstream college students seeking support services has increased at a rate of 85 percent, while the college enrollment has only increased by 11 percent.



Similarly, in the last five years, the number of college classes for which accommodations were provided jumped 62 percent, while college FTES increased by 7 percent.



Special Programs SLO Reporting Schedule

Please see Special Programs SLO Reporting Schedule, Appendix C

Students enrolled in noncredit courses are not limited in the number of times they are permitted to reenroll in courses as long as they demonstrate they are benefitting from the instruction and are making measurable progress. Special Programs faculty have designed Student Educational Contracts (SEC) for each course offering. Faculty complete a SEC for each student enrolled. The faculty member identifies and designates goals and objectives for the course and measures progress at the student level each term. As per the table in Appendix C, assessment of course level student learning outcomes will be gathered to make programmatic, instructional, and curriculum changes. In the case of an audit, the completed SECs provide auditors with required progress measures necessary to substantiate reenrollment in a given course.

Curriculum Review

Because of a college-wide effort to renumber all noncredit courses, almost all SPED courses will need to be revised. ID faculty have provided input as to content (Fall, 2017). The courses are expected to be brought to Curriculum Committee for approval in Fall, 2018. Additional courses needed for the vocational certificate programs are also being developed and will be brought to Curriculum Committee and then presented to the California Community Colleges Chancellor's Office for approval for Enhanced Noncredit Funding.

External Compliance

After a student in a math class filed a complaint with the Department of Education Office for Civil Rights (OCR), an informal agreement was reached in which the college agreed to provide training in the American Disabilities Act to all administrators, faculty and staff. Instructor Coordinator Celeste Ryan arranged for the training provided by attorney Paul Grossman. In the Spring of 2018 administrators, faculty, and classified professionals all participated in a mandated live two hour OCR training.

No gaps in compliance regulations have been identified

Program Planning and Communication Strategies

Faculty in the ABI Program meet monthly.

Faculty in the ID and Adaptive Fitness programs meet twice a year at required faculty meetings.

The fulltime faculty of the department met once as part of the program review process.

Progress on Initiative(s)

No “initiatives” section was included in the previous program review template. Therefore, on the next page, progress is instead indicated on prior “goals.”

Goal(s)	Status	Progress Status Description	Outcome(s)
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)	Incomplete	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 was delayed, by district, while OCC decided whether to purchase the system.	District has now decided to implement the Clockwork database. Implementation at Coastline will begin in Fall 2018.
Redesign current Mainstream Support brochure to reflect new center, college services, and opportunities.	Cancelled	Students and faculty expressed preference for electronic communication. Care taken to assure all necessary information in accessible format.	Students and faculty satisfied with electronic access to information.

Implications of Change

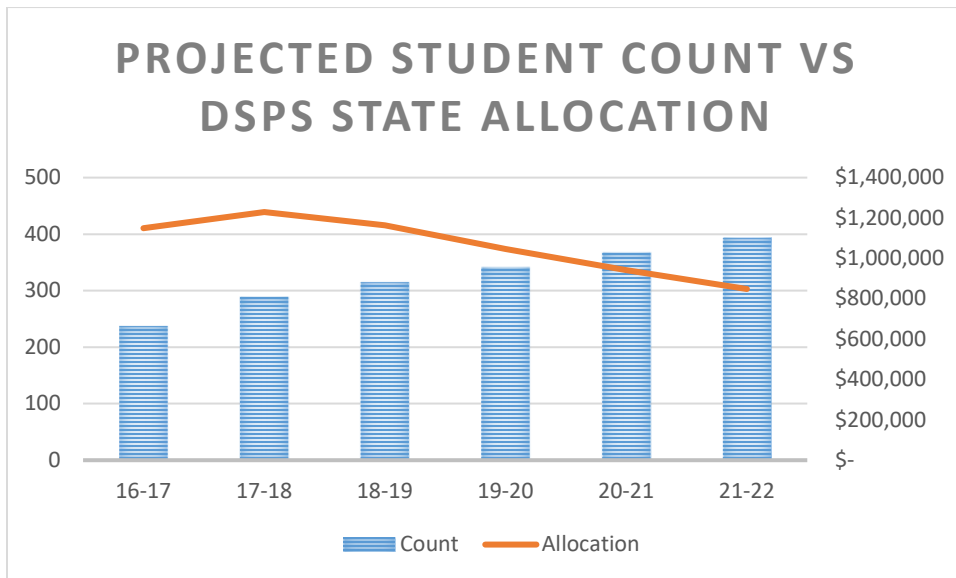
Special Programs and Services for the Disabled is in a period of great change.

Unlike most of its community college peers, since the inception of Coastline’s Special Programs and Services for the Disabled Department, it has been known more for its programs than its services. It is important to note, however, that the department is not mandated to provide instructional programs, but the college *is* mandated under federal law and state regulations to provide reasonable accommodations for qualified students with disabilities who are enrolled in college course work with a goal of transfer, degree and certificate completion, and/or academic remediation. These accommodations are provided by staff in the Mainstream Support section of the department.

In the last five years, **the number of mainstream Coastline students seeking support services has increased at a rate of 85 percent**, during which time the college enrollment has only increased by 11 percent. Similarly, in the last five years, the number of mainstream college classes for which accommodations were provided jumped 62 percent, while college FTES increased by 7 percent.

Coastline’s staffing for Mainstream Support is currently lower than at any other California community college that serves a comparable number of mainstream students. A survey of DSPS coordinators at colleges with comparable student counts showed an average of over 7 staff members providing mainstream services compared to Coastline’s FTE equivalent of 4.2.

Assuming that demand for mainstream support services continues at the same pace of growth, current staffing will not be adequate to meet the college’s legal obligations to provide timely accommodations. At the same time, because of recent changes in the state’s DSPS Weighted Student Count (WSC) funding formula, **Coastline’s DSPS allocation for 2021-22 is projected to decrease by 27 percent compared to 2018-19.** (See Appendices A and B for a comparison of the old and new Funding Formula Weights and Coastline’s student count by disability group during the Program Review period).



Meanwhile, the department is facing the impending closure of Fairview Developmental Center (representing the loss of a categorical program which houses two tenured faculty), a shifting noncredit landscape which favors vocational offerings over the remedial and enrichment classes historically offered in our program for students with Intellectual Disabilities (ID), increases in demand for mobility classes for seniors, and decreased enrollment in its acclaimed Acquired Brain Injury (ABI) Program,

Forward Strategy

Initiatives

Initiatives to address the situation include

- 1) Increasing staff by one classified position in 2019-20 and one certificated position in 2020-21,
- 2) Increasing efficiencies by transitioning to electronic student files,
- 3) Creating more ID vocational certificates that qualify for enhanced noncredit funding,
- 4) Exploring and identifying training opportunities for faculty displaced by the closure of Fairview Developmental Center, and
- 5) Reengineering the ABI Program.

Increasing unduplicated count of students with disabilities

In addition to these initiatives, a sharp focus is being placed on enrollment management and efficiencies in the Community ID and Adaptive Fitness Programs. This will be accomplished by eliminating low enrollment courses, limiting the number of enrollments of any one student, and developing and offering classes that attract and are relevant to students with relatively higher funding as reflective in the states DSPS Weighted Student Count (WSC) formula. For example, in the new WSC formula is the addition of Autism as a disability condition separate from ID. The department will make every effort to target programming and outreach efforts towards this population.

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Section 2: Human Capital Planning

Staffing

Table 2.1 DSPS Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean (1)		Instructor/Coordinators(1.66) Instructor/Counselor ABI (1) Instructor (3)	Instructor (22) Counselor (1)	5	47
Current year 2018-19	Dean (1)		Instructor/Coordinators(1.66) Instructor/Counselor ABI (1) Instructor (3)	Instructor (22) Counselor (1)	5	47
1 year 2019-20	Dean (1)		Instructor/Coordinators(1.66) Instructor/Counselor ABI (1) Instructor (3)	Instructor (22) Counselor (1)	6*	40
2 years 2020-21	Dean (1)		Instructor/Coordinators(1.33) Instructor/Counselor ABI (1) Counselor Academic (1)* Instructor (3)	Instructor (22) Counselor (1)	6	40
3 years 2021-22	Dean (1)		Instructor/Coordinators(1.33) Instructor/Counselor ABI (1) Counselor Academic (1) Instructor (3)	Instructor (22) Counselor (1)	6	40

*new position(s)

Professional Development

Please see Appendix D.

Forward Strategy

Comparison of Staffing to Similar Size DSPS at Other Colleges

Every California community college's DSPS department must provide mainstream support services, but each college decides if it will offer courses or programs designed to meet the needs of its students with disabilities. Coastline's DSPS with its historical focus on providing programs, rather than services, has fallen behind in staffing for the provision of mainstream support services as need for those mandated services has skyrocketed. It is difficult to provide apples to apples comparisons, but by any metric, Coastline is understaffed.

Serving students in programs (instructional) takes less individual staff time than providing mainstream services, so it would not be fair to compare Coastline's staffing to a college that does not provide classes to its DSPS. Instead, our staffing is compared, below, to colleges that serve far fewer students but have similar DSPS funding allocations. Each college DSPS is required (Title 5 Regulations) to have a director/coordinator. Other staffing patterns, as it relates to certificated and classified personnel, are to be decided by the college. Some functions (e.g., disability verification) are required, by law, to be performed by qualified certificated personnel.

The chart below shows only the staff time devoted to providing mainstream support services by staff at three colleges with similar student counts. (Other portions of the staff time are devoted to instructional

programs.) Coastline’s DSPS coordinator splits her time among other duties. A part-time DSPS counselor works 22.5 hours per week. (It is not known how high a load the comparison schools’ part-timers work.) Coastline has five classified staff who spend portions of their time providing these services for a total of 2.2 FTE.

FTE of Mainstream Support Staff

	Coastline	Foothill	LA Pierce
DSPS STUDENT COUNT	1383	1244	1221
Director	0.65	1	0.5
Office Coordinator	0	1	0
Certificated FTE (Counselor or LD)	0.35	4	2
Certificated Part-time (individuals)	1	0	2
Classified (FTE combined)	2.2	2	1
Alternate Media Specialist	0	1	1
Total staffing for services	4.20	9	6.5

Projected Need for Additional Staff

In order to meet the past five year’s growth of 85 percent and the next five years’ conservatively projected growth of 50 percent, it will be necessary to increase both classified and certificated staff.¹

- (a) As the Fairview program declines and closes, the ID Program Assistant’s position can be realigned to assume mainstream support duties.
- (b) An additional classified staff member (i.e., another Disability Services Associate)² will be needed in 2019-20 in order to keep up with the need for exam proctoring and coordination. The current Disability Services Associate will need to divide her duties with a new Disability Services Associate, such as by serving the students according to first letter of last name.
- (c) Another certificated staff member will also be needed in 2020-21; the DSPS Coordinator currently performs disability verifications and meets with students to determine reasonable accommodations and to suggest study strategies. She will need to divide her duties with another certificated DSPS professional in a manner similar to the alphabet division proposed for the classified positions.

With the decline and closure of Fairview, the two full-time faculty and remaining part-time faculty members (some who have been employed at Coastline for more than 40 years) may expect to fill their teaching load with classes offered in the Community ID Program. Unfortunately, there are not sufficient course offerings in the Community ID Program to employ all at their present teaching loads. Priority will be given to filling full time faculty loads, first, while using Part-time Faculty Priority Assignment Lists (PAL) and Minimum Eligible Load (MEL) data when assigning part-time faculty load. Unfortunately, not all will meet minimum qualifications or even equivalencies for the new slate of vocational noncredit certificate courses which will in time replace many of the current enrichment and/or remedial stand-

¹ See Appendix E for District job descriptions of Disability Services Associate and DSPS Counselor.

² The current Student Activities Assistant position is being addressed by the Reclassification Study. This position is expected to be converted into the Disability Services Associate position already in use at OCC and GWC.

alone classes. Some of the new vocational courses may require new part-time faculty hiring if the current faculty group does not meet qualifications or obtain training to do so (See Initiative #4).

Section 3: Facilities Planning

Facility Assessment

The majority of students with disabilities take classes or visit the Special Programs and Services Department at Coastline's NBC. In the Fall of 2016, the District hired a private independent company to conduct an ADA Report for Improvements for each campus and/or learning sites in the Coast Community College District. The report resulted in a number of recommendations to improve the accessibility and use-ability of the NBC campus. In the Fall of 2017, DSPS Coordinator, ID Program Coordinator, NBC Dean of Instruction, and the Director of Maintenance and Operations met, reviewed the ADA report recommendations, and developed the following list of necessary repairs or installations as it pertains to serving students with disabilities:

Automatic Doors. Currently all restrooms are "propped" open during hours of operation, with door stops, to allow access to student with mobility impairments. Automatic Doors are to be installed on all men's and women's restrooms, single user restrooms located on the 2nd and 3rd floors, Veteran's Resource Center, Student Lounge, Art Gallery, 3rd Floor Main Office Entrance, Student Success Center, Law Library, and Rooms 117, 119, 206, 224. Currently students with mobility impairments are reliant on other students or staff to open these doors, the installation of automatic doors would solve this problem and provide accessibility.

Classroom Access--Door Pressure. The pressure required to open any door on campus needs to be adjusted to require no more than 5 lbs. of pressure to open and should close in no less than 5 seconds. This is specifically important for doors to classrooms held on the 3rd floor as this is the location of majority of the dedicated SPED classes.

Bathroom Paper Towel Dispensers. Adjust the height of the dispenser allowing individuals who use a wheelchair access. Consider updating current towel dispensers to dispensers that dispense single fold-pull-out paper towels.

Mirror Height in the Kitchen and Single Use Restrooms. Adjust height/angle allowing persons using a wheelchair to view their own reflection.

Assistive Listening Signs. Signage to be displayed in all classrooms.

Other issues related to Facilities Planning but not included in the ADA Report for Improvement:

Testing rooms. Special Programs is located at the Newport Beach Center. Office space is limited, but the conversion from paper to electronic files should free up enough office space to meet the staff needs for the next five years. Classroom space is adequate. At peak times, staff typically scramble to find enough room for test proctoring. Using empty classrooms is an alternative sometimes employed.

Kitchen. Currently, the NBC kitchen is only used by Special Programs for its Home Ed - Food Prep class. That class can be scheduled fairly flexibly, so its class meeting time has been scheduled around campus needs for the kitchen.

Security Measures at NBC. In the event of an emergency, faculty are unable to lock their classroom doors without exiting the room and double swiping college issued access card. This presents a potential risk to safety.

Alternative measures need to be explored that would allow faculty to lock classroom doors from the inside of the room.

Forward Strategy

DSPS Coordinator, ID Program Coordinator, NBC Dean of Instruction, and the Director of Maintenance and Operations met, reviewed the ADA report recommendations, and developed the following **prioritized** list of necessary repairs or installations as it pertains to serving students with disabilities:

1. Automatic Doors. As per the 2016 Coastline ADA Report for Improvements and 2017 Prioritization List installation of automatic doors at this location is a priority.
2. Classroom Door Pressure. As per the 2016 Coastline ADA Report for Improvements and 2017 Prioritization List routine evaluation and adjustment of classroom door pressure at this location should be a priority.
3. Bathroom Paper towel Dispenser. As per the 2016 Coastline ADA Report for Improvements and 2017 Prioritization List adjustment of the height and replacement of current bathroom towel dispensers at this location should be a priority.
4. Assistive Listening Signage. As per the 2016 Coastline ADA Report for Improvements and 2017 Prioritization List installation of Assistive Listening Signage should be a priority.
5. Testing rooms. At some point in the future, it may be desirable to offer proctoring services at other CCC sites, a practice offered by some other multi-site colleges. Space (and staffing) alternatives will need to be identified at that time.
6. Kitchen. Going forward, once the Culinary Arts class is launched in the COAST Program, scheduling may become problematic as only a limited number of instructors will be qualified to teach the course. Some sectioning of the kitchen may be required.
7. Security Measures. Due to staff and faculty concern over safety in the event of an active shooter, alternative security measures need to be explored and provided.

Section 4: Technology Planning

Technology Assessment

DSPS recently (Summer 2018) updated its instructional computer labs and purchased a cart for iPads. Curriculum-related software is also in use in the Fairview, Community ID, and ABI Programs. ABI students are able to check out (loan) iPads while they are enrolled in the program.

Forward Strategy

Staff computers will need to be replaced in the next five years. The ABI computer lab may not be updated when it becomes outdated as its functions may be replaced by iPads. When Fairview closes, the Fairview computer lab's contents can be moved to the Community ID program if desired.

The most significant aspect of technology in the next five years is likely in the administrative rather than the instructional realm. The department will be converting its operations from a paper file-based system of student records to an electronic database called Clockwork, already purchased and currently in use in OCC and GWC's DSPS departments (See Initiative #2). The conversion will be led by the ID Program Assistant commencing in Fall of 2018. Over 1,000 student files containing up to 40 sheets of paper will be scanned using high-speed duplex scanners, already purchased. The department currently uses multiple spreadsheets and databases whose information will be consolidated and transferred into the new database.

Section 5: New Initiatives

Initiative #1: Increase mainstream support staffing by 1 classified position in 2019-20 and one certificated position in 2020-21.

Describe how the initiative supports the college mission: The initiative will increase timely access and support for student success and achievement for students to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support?

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

In the last five years, **the number of mainstream Coastline students seeking support services has increased at a rate of 85 percent**, during which time the college enrollment has only increased by 11 percent. Similarly, in the last five years, the number of mainstream college classes for which accommodations were provided jumped 62 percent, while college FTES increased by 7 percent.

Coastline's staffing for Mainstream Support currently is lower than at any other California community college that serves a comparable number of mainstream students. A survey of DSPS coordinators at colleges with comparable

student counts showed an average of over 7 staff members providing mainstream services compared to Coastline’s FTE equivalent of 4.2.

Assuming that demand for mainstream support services continues at the same pace of growth, current staffing will not be adequate to meet the college’s legal obligations to provide timely accommodations.

Recommended resource(s) needed for initiative achievement:

General fund dollars will need to be allocated for both positions. Funding will also be required to convert one section of office from filing cabinets to cubicle with desk set-up, an expense which DSPS funds are prohibited from covering.

What is the anticipated outcome of completing the initiative?

The college will be able to remain compliant with federal and state regulations.

Provide a timeline and timeframe from initiative inception to completion.

Activity	Months (September 2018 to August 2020)							
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	21-24
Obtain permission to hire classified position								
Advertise classified position								
Interview and hire classified position								
Obtain permission to hire certificated position								
Advertise certificated position								
Interview and hire certificated position								

Initiative #2: Increase efficiencies by implementing conversion to electronic student files.

Describe how the initiative supports the college mission:

The initiative will allow the department to more efficiently serve its growing numbers of mainstream students as they complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

What college goal does the initiative support?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Title 5 mandates that DSPS establishes and maintains record/file for each student served. Each file contains an application, verification of disability, Academic Accommodation Plan, and student activity log. Student files must be kept for a period of seven years from the last contact record for review and auditing processes. Implementation of the Clockwork database, already purchased and in use in the District, will allow student records to be accessed by multiple staff without needing to touch a paper file. An additional benefit is that the need for file cabinets will be eliminated, thus providing space for additional staff.

Recommended resource(s) needed for initiative achievement:

High-speed duplexing scanners, tablets (to allow faculty to have students sign forms in classrooms), and the Clockwork software has already been purchased. Some hourly wages may be needed but this expense will be paid from DSPS allocated funds as will the cost of a support agreement.

What is the anticipated outcome of completing the initiative?
 More students will be able to be served in a timely and more efficient manner.

Provide a timeline and timeframe from initiative inception to completion.

Activity	Months (September 2018 to December 2018)							
	1-2	3-4	5-6	6-7	8-9	10-11	11-12	13-14
Train key staff								
Scan existing paper student files								
Export data from legacy sources								
Train all staff								
Implement system								

Initiative #3: Create more short-term vocational certificates in COAST Program for ID students.

Describe how the initiative supports the college mission:

This initiative will increase career paths for the population of students with intellectual disabilities as well as autism to complete pathways leading to career readiness and the attainment of certificates.

What college goal does the initiative support?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support?

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The California Community Colleges Chancellor's Office and the Coast Community College District have encouraged colleges to increase noncredit course offerings that qualify for enhanced noncredit funding. Certificates of completion and short-term vocational courses qualify if they are part of a program or sequence of courses with high employment potential.

Utilizing Adult Education Block Grant funding, Coastline is developing some vocational non-credit programs designed to meet the needs of students with moderate and mild ID, including autism. Called COAST (Career Opportunities through Academic Support and Training), the purpose of this program is to provide specific job and employability skills training to students in a chosen field of study, with the intention of transitioning to the workplace. Program length varies, typically requiring 3-4 semesters of enrollment and will run on a cohort model. Upon completion of program courses, the student will earn a Certificate of Completion in their field of study. Classes are non-credit and free.

The first certificate program, Horticulture, received state authorization for noncredit enhanced funding and was launched in Spring 2018. Upcoming programs include Porter (grounds-keeping), Culinary Arts, Animal Care, Drama, Guest Services, Art, Music, and Creative Arts.

Recommended resource(s) needed for initiative achievement:

For the foreseeable future, Adult Education Block Grant (AEBG) funds can be used to fund instructional development, counseling, instruction, marketing materials and classroom supplies. Gradually, the ID program’s remedial and enrichment classes will largely but not completely be replaced by the COAST classes, so no further funding is sought.

What is the anticipated outcome of completing the initiative?

New certificate programs will be developed, launched and completed by students who can then obtain jobs.

Provide a timeline and timeframe from initiative inception to completion.

Activity	Months (June 2018 to May 2019)							
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	21-24
Develop interpersonal skills and problem solving courses and receive Curriculum Committee approval								
Develop courses specific to each vocational program and receive Curriculum Committee and state approval								
Develop courses specific to each vocational program and receive Curriculum Committee and state approval								
Launch one new certificate per semester								

Initiative #4: Identify training opportunities for faculty displaced by closure of Fairview Developmental Center.

Describe how the initiative supports the college mission:
This initiative does not support the college mission directly.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The Fairview program has fully funded two full-time tenured faculty members (except when one had release time for Senate and other college assignments). Recently, with the anticipation of Fairview closure, each fulltime faculty member has begun teaching a class(es) at NBC in the Community ID Program. With Fairview slated to close by 2021, it is necessary to plan for what will happen to these two faculty and the six part-time faculty members, some of whom have been employed by Coastline for more than 40 years. With the anticipated growth and development of the COAST Program (ID Vocational Program) these long time faculty do not currently meet minimum or even equivalency to teach Special Education Vocational Noncredit Courses. Considerations for re-training or further education may need to be considered.

Teaching in the COAST Program presents a different problem. Per California Code of Regulations §53414(e)(3), the minimum qualifications to teach in a DSPS noncredit vocational class are "an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught and two years of experience providing specialized instruction or services to persons in the disability category being served.

Therefore, faculty would need to have specific training and experience in the area of the certificate, such as culinary arts.

Recommended resource(s) needed for initiative achievement:

DSPS funds may not be used to reimburse faculty for enrolling in courses related to the vocational fields offered, therefore college or District funds may need to be identified. Perhaps faculty could apply for the John D. Renley and CCCD Foundation Faculty Scholarship for professional development if it is still available.

What is the anticipated outcome of completing the initiative?

Full-time faculty if re-trained would be able to fill their loads. If part-time faculty are permitted to participate, they would be able to continue teaching in the department

Provide a timeline and timeframe from initiative inception to completion.

Activity	Months (June 2018 to May 2020)							
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24
Identify possible methods to meet minimum qualifications for each vocation								
Meet with faculty to identify interests and existing qualifications								
Identify possible funding sources								
Have faculty obtain training								

Initiative #5: Re-engineer and market the ABI Program to increase enrollment.

Describe how the initiative supports the college mission:

The initiative will improve flexibility of ABI course offerings to cultivate and guide more students in completing pathways leading to career readiness.

What college goal does the initiative support?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The ABI Program has experienced a 21 percent decrease in average enrollment in the last five years, with current enrollment levels at 52 percent below ten years ago. The ABI Program structure and format has not changed significantly in over 20 years. No significant market research or outreach has recently taken place. The current initiative will have three components: (a) market research, (b) reengineering, and (c) outreach.

- (a) *Market research*. Staff will call former prospective students and families who inquired about program but did not apply/enroll to ascertain reasons.
- (b) *Program reengineering*. Faculty will consider new delivery structure (e.g., fewer days per week or length of program), format (e.g., hybrid or online) and content (e.g., standardized app training such as that already found in a new course ready for Curriculum Committee approval called Apps for Success) and target populations. For example, some of the teams currently emphasize training in the use of mobile apps as a tool for compensation of cognitive deficits. Because the student survey showed that over 76

percent of students use apps outside of class every day and almost 93 percent of students said they feel that apps are helpful or very helpful, a program designed around app use and marketing of that program could bring in more students. Another target audience for an apps-based program which the faculty are considering is student athletes (e.g., those at District colleges) who have suffered concussions. Faculty will research similar programs such as the new post-concussion program at Mt. San Antonio College.

- (c) *Outreach*. Effective Summer 2018, the program will consolidate students into fewer “teams.” With fewer sections to teach, the full-time ABI Program counselor will be able to devote more time to marketing and outreach efforts. A marketing and outreach plan, including target markets (e.g., veterans’ groups), electronic and printed collateral needed, outreach techniques (e.g., social media, blogging) and any expenses not able to be covered by existing resources, will be written and implemented.

Provide a summary of how the evidence supports the initiative.

Declining enrollments in a program with high satisfaction by students suggest need to study how program can meet needs of the greater population with ABI by focusing on (a) market research, (b) reengineering, and (c) outreach.

Recommended resource(s) needed for initiative achievement:

This initiative most likely can be achieved using existing college resources, such as DSPS funds and college marketing department.

What is the anticipated outcome of completing the initiative?

ABI Enrollment will increase by 25% within two years.

Provide a timeline and timeframe from initiative inception to completion.

Activity	Months (June 2018 to May 2020)							
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	21-24
Conduct market research of prospects and similar programs								
Brainstorming of program ideas								
Curriculum design								
Create marketing plan								
Outreach to feeder groups								

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Initiative #1: Increase staffing by 1 classified position in 2019-20 and 1 certificated position in 2020-21 to meet 85% increase in 5 years of main-stream college students needing accommodations.	1 full-time Disability Services Associate	\$55,000 + benefits	Ongoing	Compliance	Internal/ External	Access/ Student Support	2019	1
	1 full-time certificated DSPS Counselor	\$75,000 + benefits	Ongoing	Compliance	Internal/ External	Access/ Student Support	2020	1
Initiative #4: Identify training opportunities for faculty displaced by closure of Fairview Developmental Center.	Faculty training in vocational areas for which certificates will be offered to students with intellectual disabilities	\$15,000*	One-time	No	Internal/ External	Culture of Evidence, Planning, Innovation, and Change	2021	2

*Cost would be substantially higher if College agreed to fund a degree as opposed to a certificate.

Prioritization Glossary

Initiative	Provide a short description of the plan
Resource(s)	Describe the resource(s) needed to support the completion of the initiative
Est. Cost	Estimated financial cost of the resource(s)
Funding Type	Specify if the resource request is one-time or ongoing
Health, Safety Compliance	Specify if the request relates to health or safety compliance issue(s)
Evidence	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal	Specify what College goal the initiative aligns with
To be completed by	Specify year of anticipated completion
Priority	Specify a numerical rank to the initiative

APPENDIX A: MIS CATEGORIES AND WEIGHTS: OLD AND NEW

Changes in Disability Group and Weighted Student Count Formula

OLD		NEW	
DESCRIPTION	OLD FUNDING WEIGHT	DESCRIPTION	NEW FUNDING WEIGHT
Deaf/Hard of Hearing	4.87	Deaf/Hard of Hearing	23.70
ABI	3.34	ABI	2.6
Learning Disability	3.15	Learning Disability	3.5
Vision	2.25	Blind & Low Vision	2.9
Mobility	1.32	Mobility (Physical)	1.9
Other	1.32	Other (incl. Speech)	2.6
Speech	1.00		
DDL	1.29	Autism (New)	3.8
		Intellectual Disability	2.0
Psych	0.38	Mental Health Disability	2.5
		Attention Deficit Hyperactivity Disorder (New)	1.0

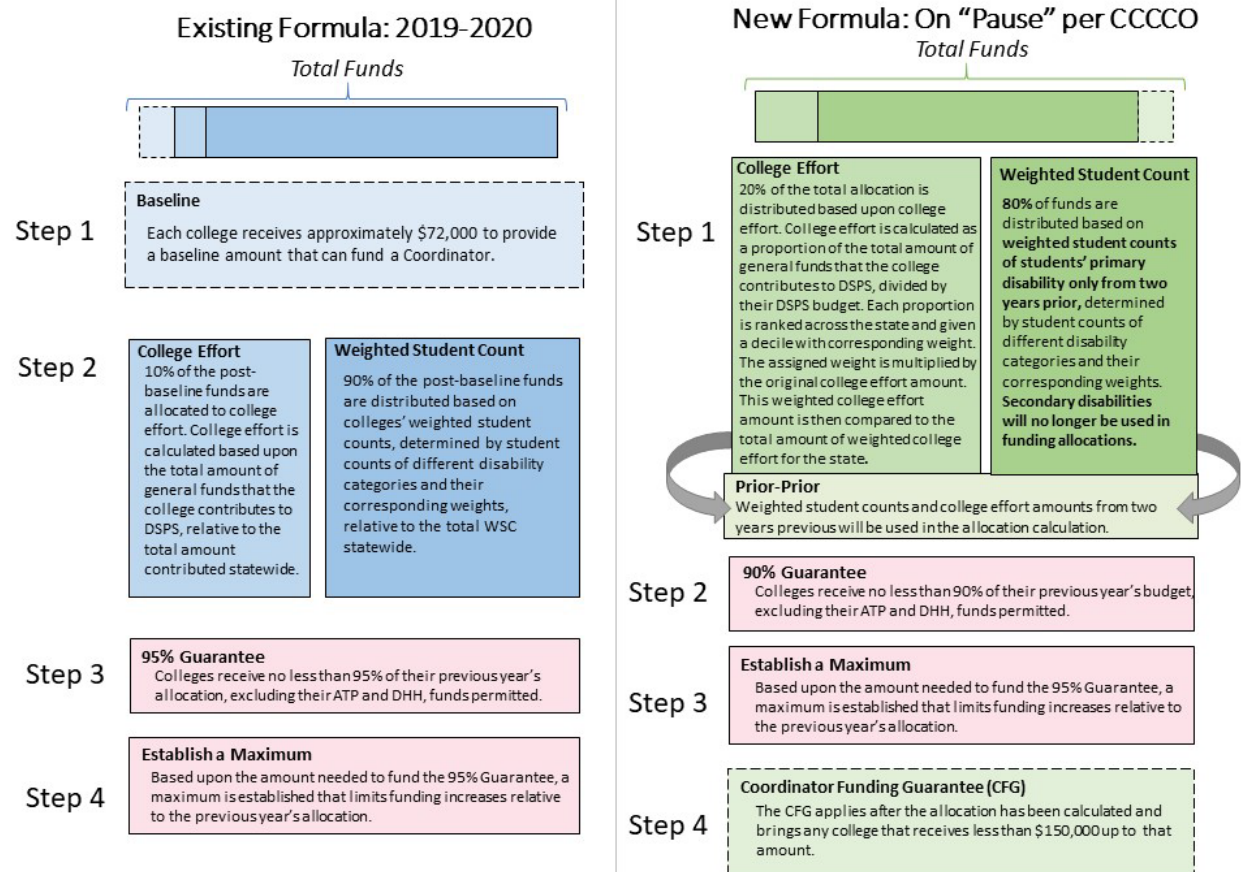
Overview of Changes:

- In 2015, the CCC Board of Governors approved updates to the DSPS sections of Title 5 Regulations. This included the addition of two new disability categories and the movement of one category to “Other.” The titles of some categories were changed to be consistent with current practices and terminology.
- Concurrent with this, a new DSPS funding formula was developed using the findings of a weights and allocations study commissioned by the Chancellor’s Office (see: **Side-by-Side Comparison of Existing (old) Formula and New Formula Chart**, below).
- During the course of its staggered implementation, concerns arose regarding the new formula. The CCCCO placed it on pause on June 20, 2019 for review. New categories will continue to be used; however, the existing formula will use the old weights while the questions are resolved.

Side-by-Side Comparison of Existing (old) Formula and New Formula

History of design and implementaiton of the new DSPS funding formula:

- Legislative intent: To provide a mechanism and definitions that would guide colleges in providing services to students with disabilities in order to allow them to participate equally in regular classes
- Allocations and wiegher studey by RTI: Student revisited the funding formula to simulate changes suggested by the Advisory Group and CCCCO, including cost of serving student in potentially new categories and redefining others.
- Formula Components: Weighted Student Count, College Effort, and Coordinator Funding Guarantee, ATP (Alternative Text Production), and DHH (Deaf and Hard of Hearing) are separte lines of funding.



APPENDIX B: STUDENTS SERVED IN EACH DISABILITY GROUP

Coastline's Student Count by Disability Group, 2016-17

Disability Group	2013-14	2014-15	2015-16	2016-17
Acquired Brain Injury	186	189	184	174
Attention Deficit Hyperactivity Disorder (ADHD)	n/a	n/a	n/a	28
Autism Spectrum	n/a	n/a	n/a	78
Intellectually Delayed Learner	509	468	484	441
Hearing Impaired	13	8	9	12
Learning Disabled	30	16	28	35
Mobility Impaired	385	373	445	470
Other Disability	33	46	84	62
Mental Health	58	57	60	69
Speech/Language Impaired	5	4	4	n/a
Visually Impaired	3	6	6	14
TOTAL Student Count	1,222	1,167	1,304	1,383

APPENDIX C: SPECIAL PROGRAMS STUDENT LEARNING OUTCOMES REPORTING SCHEDULE

Special Programs Student Learning Outcomes (SLO) reporting schedule is shown in Table C.1.

A number **1** in the table indicates when the **first SLO assessment** for the corresponding course will be reported.
A number **2** in the table indicates when the **SLO reassessment** for the corresponding course will be reported.

Table C.1 Special Programs SLO Assessment

Course	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
SPED C007	1					2				
SPED C055	1					2				
SPED C300	1					2				
SPED C301	1					2				
SPED C302		1					2			
SPED C303		1					2			
SPED C403		1					2			
SPED C404		1					2			
SPED C406		1					2			
SPED C407		1					2			
SPED C408		1					2			
SPED C409		1					2			
SPED C410			1					2		
SPED C412			1					2		
SPED C413			1					2		
SPED C420			1					2		
SPED C421			1					2		
SPED C422			1					2		
SPED C423			1					2		
SPED C424			1					2		
SPED C425			1					2		
SPED C426			1					2		
SPED C430				1					2	
SPED C431				1					2	
SPED C432				1					2	
SPED C433				1					2	
SPED C435				1					2	
SPED C436				1					2	
SPED C437				1					2	
SPED C438				1					2	
SPED C450				1					2	
SPED C451				1					2	
SPED C452					1					2
SPED C453					1					2
SPED C454					1					2
SPED C455					1					2
SPED C456					1					2
SPED C457					1					2
SPED C461					1					2
SPED C462	1					2				
SPED C463	1					2				
SPED C464	1					2				
SPED C465	1					2				
SPED C470	1					2				
SPED C475		1					2			
SPED C480					1					2
SPED C481					1					2
SPED C482					1					2

APPENDIX D: PROFESSIONAL DEVELOPMENT, 2017-18

Name	Title	Professional Development	Outcome
Lisa Winger	Staff Assistant, Sr	ServSafe Food Manager Training/Certificate	Able to monitored kitchen for food classes
Lisa Winger	Staff Assistant, Sr	CCC Summer Institute	Able to make PDFs accessible
Lisa Shore	Student Activities Asst	CCC Summer Institute	Able to make PDFs accessible
Celeste Ryan	Instructor/Coordinator	AED/CPR Training	Able to assist in cardiac emergency
Erica Valle	Staff Assistant	AED/CPR Training	Able to assist in cardiac emergency
Lori Genova	Program Assistant	AED/CPR Training	Able to assist in cardiac emergency
Elizabeth Jugle	Administrative Clerk	AED/CPR Training	Able to assist in cardiac emergency
Evette Reagan	Instructor/Coordinator	AED/CPR Training	Able to assist in cardiac emergency
Lisa Shore	Student Activities Asst	AED/CPR Training	Able to assist in cardiac emergency
Rachelle Lopez	Counselor	AED/CPR Training	Able to assist in cardiac emergency
Lisa Winger	Staff Assistant, Sr	AED/CPR Training	Able to assist in cardiac emergency
Kim Peterson	Instructor/Counselor	AED/CPR Training	Able to assist in cardiac emergency
Heather Cordovil	Instructor	Comprehensive Approach to Aging Confidently	Enhanced teaching
Debra Barrett	Instructor	CAPED	Enhanced teaching; promoted CCC
Evette Reagan	Instructor/Coordinator	CAPED	Enhanced teaching; promoted CCC
Katie Stubblefield	Instructor	CAPED	Enhanced teaching; promoted CCC
Rachelle Lopez	Counselor	CAPED	Enhanced counseling
Melanie Lavering	Instructor	CAPED	Enhanced teaching; promoted CCC
Celeste Ryan	Instructor/Coordinator	CAPED	Enhanced teaching, counseling
Roberta Adler	Instructor	America Music Therapy Association Conference	Enhanced teaching
Celeste Ryan	Instructor/Coordinator	Disabled Students Programs and Services Directors Training	Able to continue managing department
Michelle Wild	Instructor	Traumatic Brain injury Medlegal Conference	Enhanced teaching
Janel Davis	Psych Intern	Traumatic Brain injury Medlegal Conference	Enhanced assessments and counseling

Name	Title	Professional Development	Outcome
Rita Sharma	Psych Intern	Traumatic Brain injury Medlegal Conference	Enhanced assessments and counseling
Erica Valle	Staff Assistant	Striker Chair Training	Able to assist wheelchair users in evacuation
Lori Genova	Program Assistant	Striker Chair Training	Able to assist wheelchair users in evacuation
Kim Peterson	Instructor/Counselor	Striker Chair Training	Able to assist wheelchair users in evacuation
Celeste Ryan	Instructor/Coordinator	Striker Chair Training	Able to assist wheelchair users in evacuation
Elizabeth Jugle	Administrative Clerk	Striker Chair Training	Able to assist wheelchair users in evacuation
Lisa Winger	Staff Assistant, Sr	Striker Chair Training	Able to assist wheelchair users in evacuation
Lisa Shore	Student Activities Asst	Striker Chair Training	Able to assist wheelchair users in evacuation
Roberta Adler	Instructor	Western Region Chapter American Music Therapy Association Conference	Enhanced teaching
Lisa Shore	Staff Assistant, Sr	De-Escalation Workshop	Able to assist with disgruntled visitors
Elizabeth Jugle	Administrative Clerk	De-Escalation Workshop	Able to assist with disgruntled visitors
Celeste Ryan	Instructor/Coordinator	2018 Career and Noncredit Education Institute	Improved planning for COAST and other courses
Michelle Wild	Instructor	WorkCon 2018	Enhanced teaching
Heather Cordovil	Instructor	Fountain Valley Senior Expo	Enhanced teaching

APPENDIX E: JOB DESCRIPTIONS

Appendix E.1: Job Description, Disability Services Associate

Appendix E.2: Job Description, Counselor, DSPS

Position: Disability Services Associate	Position Number:
Department/Site:	FLSA: Non-exempt
Evaluated by:	Salary Grade: 114

Summary

Provides services that enhance disabled students’ access to and participation in academic and student life activities. Provides and/or arranges for mobility, access, notetaking, tutoring, and testing support services.

Distinguishing Career Features

The Disability Services Associate is the first level in a career ladder designed for program support to students with disabilities. Advancement to Advocate would be based on need, require compliance with the job qualifications including three years as an Associate, the ability to perform the essential functions of the position, and demonstrate ability to assess learning disabilities, perform substantive instructional support, use of assisted devices, and advocacy.

Essential Duties and Responsibilities

Specific duties may vary among departments and jobs. Incumbents typically perform a substantial portion or all of the following kinds of duties:

- Facilitates testing accommodations for disabled students by scheduling and proctoring tests, preparing or arranging for modifications of testing instruments to enhance students’ ability to complete tests.
- Proctors tests by following instructor directions and requirements, allowing for accommodation/modification, and maintaining proper security and privacy.
- Serves as, or arranges for note-takers, readers, and other services to assist disabled students in classrooms, laboratories, and other learning environments.
- Documents activities of the office including, but not limited to, calls, attendance, walk-in visits, tests, tutoring, and counseling.
- Compiles summaries and statistics on reasonable accommodations provided to students. Prepares charts and illustrations describing level, types, patterns, and trends of activity.
- Provides information to, and assists students with on-and-off campus registration. Arranges for accommodations that enable and encourage disabled students to participate in curricular, co-curricular, and social activities that relate to the student’s enrollment and are part of student life.
- Serves as a resource for disabled students to make connections for resources and services that can help enhance self-confidence and contribute to student engagement.

- Assists students in obtaining academic and/or personal counseling as well as tutoring. Tutors (or arranges for) disabled students individually and/or in small groups in class or lab environments to develop skills in basic language (reading, writing, grammar, speaking), mathematics, and vocational areas.
- Provides assistance in the use of equipment and materials needed for instruction as well as orienting students to the laboratory. Sets up established laboratory and/or alternative learning experiences for students as required by course outline, faculty direction, or SEP.
- Prepares and/or modifies from instructor's copy, exams and homework that accommodate disabled students, using specialized computer-aided software.
- May conduct research of availability and cost of equipment and materials that could enhance student access, accommodation, and productivity. Prepares orders with proper approvals and procedures.
- Maintains up-to-date knowledge of trends in the field as well as legislation affecting the nature and scope of services provided.
- Attends community presentations and meetings to give information about the program and the College's capabilities to prospective students.
- Prepares periodic reports in compliance with College and funding authority requirements on program activity.
- Assists in the recruitment and selection of students, temporary help, and volunteers that provide accommodation, tutoring, and support to disabled students.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires working knowledge of programs, resources, regulations, and laws encompassing disabled students. Requires basic knowledge of and skill at recognizing the various forms of disabilities and potential accommodations. Requires knowledge of alternative teaching and learning methods and media for disabled students. Requires working knowledge of personal computers and common office productivity software. Requires sufficient language and math skills to do basic pre-college tutoring. Requires sufficient writing skills to prepare correspondence and reports. Requires business math skills sufficient compute totals, percents, quotients, products, and ratios. Requires sufficient human relations skill to convey technical concepts to students, exercise extreme patience, make contact with outside agencies and employers, and sell the services.

▪ Abilities

Requires the ability to carry out all aspects of the position. Requires the ability to learn and apply regulations governing access and accommodation such as but not limited to Section 504 of the Rehabilitation Act, Americans with Disabilities Act, and Title V. Must be able to maintain the learning or simulation lab and equipment in a safe and organized manner. Requires the ability to instruct students in the use of learning assistance equipment and programs. Requires the ability to perform routine record keeping and report writing duties. Must be able to maintain confidentiality of records and files. Must

be able to organize and prioritize work and manage time effectively. Must be able to communicate in both formal and informal setting with students, instructors, and other interested parties. Must be able to demonstrate a sensitivity to persons with disabilities and varying socioeconomic, cultural, and ethnic backgrounds. Must be able to coordinate the activities of work-study students, temporary employees, and volunteers. May require the ability to perform work assignments at all College locations.

▪ **Physical Abilities**

The incumbent must be able to function effectively indoors in an office or class/lab environment, engaged in work of a moderately active nature. Requires ambulatory ability to move to various office and classroom-type locations. Requires sufficient hand-eye-arm coordination to use a computer keyboard and other office equipment. Requires sufficient visual acuity to read documents and instructions. Requires sufficient auditory ability to carry on routine conversations with normal and hearing impaired persons. Requires the ability to lift, push, and pull objects of medium weight (less than 50 lbs.) on an occasional basis.

▪ **Education and Experience**

The position requires a high school diploma and college level coursework in education or equivalent discipline that enables job performance and two years of experience working with special needs students and alternative learning technologies. An Associate's degree is preferred and may substitute for experience.

▪ **Licenses and Certificates**

May require a valid driver license.

▪ **Working Conditions**

Work is performed indoors where some safety considerations exist working with students having mobility challenges.

This job/class description, describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps, and skills required of the job.



**COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:**

Counselor, DSPS

33-O-17

SALARY: \$4,582.75 - \$10,926.17 Monthly
\$54,993.00 - \$131,114.00 Annually

OPENING DATE: 07/19/16

CLOSING DATE: 08/16/16 11:59 PM

DEFINITION:

The Disabled Student Programs and Services (DSPS) Counselor will provide comprehensive academic, vocational and disability management counseling services to students with disabilities in a diverse environment. The DSPS Counselor will be part of a dedicated team of professionals who will develop and implement comprehensive disability support services designed to meet legal mandates and student success in collaboration with campus faculty, community agencies, and students with disabilities.

Performance Responsibilities: Under the direction of the Dean of Student Success & Support Services, the DSPS Counselor has the following responsibilities and performs the following duties in support of disabled student programs and services at the College.

1. Provide academic, career, and personal counseling and guidance services to students with disabilities both individually and in groups. Provide individualized counseling related to academic and vocational goals, course selection, major and program of study options, and the development and revision of initial and comprehensive educational plans.
2. Prepare and determine disability verification for students through observation and/or analysis of medical and psychological documentation.
3. Assist students in determining appropriate academic adjustments and accommodations; consult with instructors regarding specific students and their disability related needs.
4. Design individualized educational plans and authorize educational accommodations for students with disabilities. Complete semester reviews of accommodation need, reviewing Rights and Responsibilities, and recommending follow-up activities.
5. Recommend and coordinate appropriate services and referrals for students with disabilities to ensure equal access in accordance with Title V and ADA. Liaison as appropriate with other resources including Student Health, classroom professors, college staff, Behavior Assessment Team, local community agencies, and other entities
6. Participate in and contribute toward required state, federal and college reporting/planning activities for disabled student programs, including accreditation and program review.
7. Develop effective working relationships with faculty members in instructional areas; serve as faculty liaison on issues related to students with disabilities to ensure compliance with Title V and the ADA; perform in service training related to disability and disability law to the college community.
8. Participate, as appropriate, in college outreach programs, and on-campus clubs for students with disabilities.
9. Assist in the development and implementation of special programs focusing on access and retention.
10. Serve on department, college-wide, and district-wide committees in support of participatory governance.
11. Provide matriculation services as directed and required. Meet with students and provide counseling related to academic progress, grades, academic standing, changes to major, use of accommodations, modifications to accommodations, and referrals to resources on and off campus.
12. Develop and maintain close working relationships with disabled student counseling personnel in feeder high schools, local colleges, and community resource agencies to aid in student transition.
13. Maintain cumulative counseling records for all students served and contribute to state reporting requirements.
14. Participate in curriculum and course development and professional development programs.
15. Teach counseling and guidance classes and provides workshops to staff and students as appropriate.
16. Be able to administer and interpret a variety of assessment instruments, to both groups and individuals.

17. Assume other counseling and guidance responsibilities as assigned.

QUALIFICATIONS:

Minimum Qualifications:

1. Must meet one of the following qualifications to serve as a community college counselor of students with disabilities under (a) through (d):

- (a) Possess a master's degree, or equivalent foreign degree, in rehabilitation counseling, OR
- (b) Possess a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; OR
- (c) A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following:
 - (1) Counseling and/or guidance for students with disabilities; OR
 - (2) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.
- (d) Possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Desirable Qualifications:

1. Experience counseling a wide variety of students with disabilities, including learning, psychological, sensory, physical, intellectual disabilities, and acquired brain injuries in post-secondary educational setting.
2. Experience and interest in working with adult students with autism.
3. Strong working knowledge of the Americans with Disabilities Act Amended, Rehabilitation Acts 504 and 508, Title V Regulations for Disabled Students Programs & Services.
4. Ability to communicate fluently in American Sign Language or Pidgin Signed English.
5. Certificate of completion from State Chancellor's Learning Disabilities Eligibility Model Training.
6. Ability to work collaboratively.
7. .

CONDITIONS OF EMPLOYMENT:

Contract (tenure track), full-time, two-semester per year position (195 days)

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individuals interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

Start Date: Fall Semester 2016.

Assignment may include day, evening, weekend and summer hours.

Pay Philosophy: Starting salaries for academic positions are based on a combination of education and experience. Initial placement is within the starting salary range. Further advancements are based on longevity and professional development. An additional annual stipend is offered for possession of an earned doctorate from an accredited institution.

ADDITIONAL INFORMATION:

Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**. Electronic applications may be completed by visiting www.cccd.edu/employment. Once you have completed an electronic application, you may apply to open positions within the Coast Community College District by submitting the application and all other required materials. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714.

All application materials become the property of the Coast Community College District and will NOT be copied or returned. Information for TDD users is available by calling (714) 438-4755.

APPLICATION REQUIREMENTS: To be considered for employment you must submit a complete application packet. Only complete applications with all the following items will be considered. All attachments must accompany the District application form and should not be sent separately.

1. **A completed Full-time Faculty Application.**
2. **Application for Equivalency, if applicable.**
3. **A current resume of professional experience, educational background, counseling experience, publications, include letters of recommendation, and other pertinent information (not to exceed 10 pages).**
4. **A letter of application (not to exceed two (2) pages) addressing the candidate's philosophy in counseling disabled students at the college level.**
5. **Answers to supplemental questions.**
6. **Complete transcripts of ALL lower and upper division, and graduate level college/university course work with the degree conferral date shown (need not be official – as attachment). Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Services (NACES).**

NOTE: Applicants selected for an interview will be asked to perform a teaching demonstration and to bring three (3) letters of recommendation. Candidates selected for an interview will also be required to provide "unofficial" transcripts of **ALL** undergraduate and graduate course work, with the degrees awarded highlighted on the transcripts. Official transcripts or certified copies are **NOT** required at this time. **PLEASE DO NOT SUBMIT WITH APPLICATION.**

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested. Additional materials will not be considered or returned.

Be sure to complete all questions and sections of the application. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please indicate so, but do not leave any space blank.

All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community. Please note: Possession of the minimum qualifications does not ensure an interview.

Candidates will also be responsible for all travel expenses if selected for an interview, the Coast Community College District does not reimburse for candidate travel expenses.

Any documents that you are unable to attach can be faxed to (714) 782-6065. Faxes must clearly indicate the job you are applying to and your name.

Disability Accommodations:

If you require accommodations in the Application or Examination Process, please notify Human Resources by calling (714) 438-4714 OR (714) 438-4713.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

Coast Community College District is an Equal Opportunity Employer

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS MAY BE FILED ONLINE AT:
<http://www.cccd.edu>

Position #33-O-17
COUNSELOR, DSPS
ER

1370 Adams Avenue
Costa Mesa, CA 92626
714-438-4714

jobs@ccd.edu

Counselor, DSPS Supplemental Questionnaire

- * 1. Explain and give examples of your commitment to quality counseling, teaching, and motivation of students, student success, and academic excellence. Please provide specific examples of your experiences as they pertain to working with students with disabilities.

- * 2. Describe your experience and knowledge of accommodations and background assessing and identifying educational limitations and disabilities for students in the college setting.

- * 3. Outline your breadth of knowledge of academic, occupational and/or student services areas and the ability to create and develop services and learning activities to address a wide range of learning levels, styles, and differences.

- * 4. Please give detailed examples of your technology skills and how they are utilized when counseling or teaching students. Include your specific knowledge of technology designed to meet the needs of students with disabilities

- * 5. Describe how you will contribute to the faculty governance and student groups.

- * 6. Describe your experience assisting incoming students transitioning from high school to college. Include specific examples explaining the differences between high school and college accommodations, services, and campus resources.

- * 7. Provide a brief response to the Desirable Qualification #1: Experience counseling a wide variety of students with disabilities, including learning, psychological, sensory, physical, intellectual disabilities, and acquired brain injuries in post-secondary educational setting.

- * 8. Provide a brief response to the Desirable Qualification #2: Strong working knowledge of the Americans with Disabilities Act, Rehabilitation Acts 504 and 508, Title V Regulations for Disabled Students Programs & Services.

- * 9. Provide a brief response to the Desirable Qualification #4: Ability to work collaboratively.

- * 10. Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)
 - No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.
 - Yes. I have attached the application for equivalency.

- * 11. Have you counseled eight (8) or more semesters for the Coast Community College District?
 - Yes No

- * 12. Have you counseled a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the area for which you are applying?
 - Yes No

- * 13. If you answered yes to any of the above questions, what was your start date and counseling assignment locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.

- * Required Question