

▼  **Dept SS - (DSPS) Disability Support Services (Hybrid)**



2018-19 Annual Program Review Update Submitted By: See SS Boxes below

APRU Complete for: 2018-19

Program Mission Statement: The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.

I.A.1 What is the Primary Focus of Your Program?: N/A

I.A.2 Choose a Secondary Focus of Your Program?: N/A

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF):

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends:

II.B Overall Success Rate:

II.C Changes Imposed by Internal/External Regulations:

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:

III.B.1 Closing the Student Equity Gap: Success Rates:

III.C Action Plan for Targeted Group(s):



III.D Departmental Equity Planning and Progress:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014):

IV.B Cycle 2 SLOAC Summary (since June 30, 2014):

V.A Budget Trends:

V.B Funding Impact on Enrollment Trends:

V.C.1 Faculty Position(s) Needed:

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests:

V.E.2 Equipment Title, Description, and Quantity:

V.E.3 Equipment Justification:

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support:

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation:

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop:

Last Updated:

#SLO STATEMENTS Archived from ECMS:

SS Program Review Reporting Year: 2018-19

SS 1a) Program Name: DSPS Division

SS 1b) Name(s) of the author(s) of this report: Kevin Glapion, Marilyn Booye, Mary Bennett, Casey Regehr

SS 1c) Number students served annually & trend increasing, even, decreasing: The Chancellor's Office Data Mart statistics for the 2017-18 annual student count of 1,482 students.

Annual 2017-2018 Annual 2017-2018

Student Count Student Count (%)

De Anza Total 1,482 100.00 %

Acquired Brain Injury 100 6.75 %

Attention Deficit Hyperactivity Disorder (ADHD) 118 7.96 %



Autism Spectrum	131	8.84 %
Developmentally Delayed Learner	223	15.05 %
Hearing Impaired	33	2.23 %
Learning Disabled	260	17.54 %
Mobility Impaired	218	14.71 %
Other Disability	127	8.57 %
Psychological Disability	251	16.94 %
Visually Impaired	21	1.42 %

According to CCC Data Mart statistics, the De Anza DSPS student count for 2016-17 year was 1,489 students relatively remaining the same with a actual difference of 7 less students. The disability categorical differences from 2016 to 2017 to 2017 to 2018 are presented in the chart:

De Anza Totals from 2016-2017 to 2017—2018 1,482

Acquired Brain Injury	No change from 2016-2017
Attention Deficit Hyperactivity Disorder (ADHD)	Down 1% from 2016-2017
Autism Spectrum	Up 1% from 2016-2017
Developmentally Delayed Learner	No change from 2016-2017
Hearing Impaired	No change from 2016-2017
Learning Disabled	Up 5% from 2016-2017
Mobility Impaired	Down 1% from 2016-2017
Other Disability	Down 5% from 2016-2017
Psychological Disability	Up 2% from 2016-2017
Visually Impaired	Down 1% from 2016-2017

SS 1d) Who are the typical students served by this program? : Student with disabilities and students in this population are represented across all ethnic groups, gender, and socioeconomic groups. According to the Chancellor Office Data (Data Mart) the ethnic composition of students in the De Anza DSPS program is:

Ethnicity Student Percentage in De Anza DSPS Program

- African American 2%
- Asian American 9.2%
- Filipino 1.74%
- Hispanic/Latinx 18.96%
- Pacific Islander .60%
- Two or More races 3.0%
- Unknown/ Non- Respondent 22.36%
- White Non Hispanic 41.62%

Age

Regarding age demographics, 54.31% of the students in the De Anza DSPS program are 29 years of age and younger. Noteworthy: 69.32% of students with psychological disabilities and 86.15% of students with learning disabilities are 29 years old and younger in De Anza DSPS program.



The De Anza DSPS program by disability categories are presented above in Part 1c.

SS 2a) What is the program Mission Statement?: The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and Programs, and to promote student success in realizing individual educational and vocational goals.

SS 2b) In what ways and to what extent does program assure the quality of its services to students?: The DSPS program assures quality through program review, an annual Student Satisfaction Survey, Student Services Learning Outcomes (SSLO), Student Learning Outcomes (SLO), and evaluation of faculty, staff, and administrators.

SS 2c) In what ways and to what extent does program support College Mission statement?: DSPS faculty and DSPS division meetings are centered on planning, evaluating the effectiveness of our services, and how they support students and student success.

Through annual program reviews, the DSPS program assesses its program service components and their impact on student outcomes. SSLO are developed to understand how our service components best serve the students, and how students demonstrate facility in being able to use services.

SS 3a) In what ways and to what extent does the program assure equitable access for all students?: Access is at the core of the DSPS program's mission and inextricably involved in all facets of services. In addition to disability access, the program through extensive outreach ensures SES access as well as access to marginalized ethnic communities. The DSPS program performs outreach in diverse communities in the South Bay. The Division has also developed a DSS Counselor- led 4 hour, campus-wide workshop through the Staff and Faculty Professional Development Office, titled Universal Design: Designing Smart Classrooms, which has attracted a large and broad multidisciplinary faculty participation. The division's full-time assistive technology instructor developed a UC/CSU transferable Universal Design course, which was offered for the first time in the winter 2019 quarter; the course promotes a responsible and accessible society.

SS 3b) State ways and extent that program encourages personal and civic responsibility.: DSPS students advocate for their own rights to educational access and are encouraged to be active participants in activities, organizations, and courses requiring community service. The DSPS program worked in conjunction with the ICS division to develop a UC/CSU transferable course (presented in the 2017-18 catalog), which is an interdisciplinary study of disability rights and justice movements along with the resulting polices and legislation that form the framework of disability laws in the United States.

SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising: The program has 2 Counselors and 2 LD specialists, who are currently undergoing tenure and engaged in intensive evaluation schedules. Both counselors have been evaluated 5 times (during Phase II), since the spring 2018- and starting Phase III of their tenure process (Spring 2019). Also, the two LD specialists (one in Phase I and the other in Phase III) are active in the tenure process and professional development training for probationary tenure- track faculty. Administrative and Peer



evaluations are also a component of the professional Achievement Award process for numerous other faculty.

SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity: Inherent in the mission of the DSPS program is to serve students with diverse learning abilities, which is a diversity that is represented by students with different abilities and students from diverse cultural backgrounds and social strata. As noted in the past program review, faculty and staff work toward enhancing their culture competencies in participating in campus, state-level, and national conferences. In the past year, multiple faculty have attended the National Conference on Race and Ethnicity as well as the Asian Pacific Americans in Higher Education National Conference, in addition to attending multiple conferences supporting diverse gender identities and sexual orientation. Additionally, the department participates in the diverse high school outreach student conferences (African American, Latinx, and Filipinx), which take place on the De Anza Campus to embrace and recruit students from various ethnic backgrounds.

SS 3e) State ways & extent program regularly evaluates admissions & placement practices: The DSPS program has been an active voice on the impact of AB 705 on students with disabilities. With the implementation of AB705, the department through committee participation, communication with the assessment office, day- to- day oversight of determining students' assessments levels, and quarterly analysis of institutional outcome data (related to DSPS student success rate in basic skills and transfer-level Math and English Writing) evaluate institutional placement practices.

Particularly, the department has been vigilant of any bias that may arise on a case- by- case basis in determining the placement level of students with disabilities, whose high school transcripts/ records may not serve as an accurate indicator of past performance and their current academic abilities. According to April 2018 RP Group Multiple Measures Assessment Project to Support College Into and Through the AB 705 Transition, findings concluded that students with disabilities had a slightly lower HS GPA then the general student population, and the correlation between community college success and HS GPA is lower for DSPS students. Hence, GPA is not as strong of a predictor for students with identified disabilities as that of the general student population. Overall , the RP found that the Multiple Measures Assessment Project (MMAP) decision rules would benefit DSPS students, and, in most instances. do not require different or more stringent placement criteria.

For some students, the DSPS authorization of academic accommodations on the existing placement exams serve as means of ensuring the effectiveness of predicting the placement, as a valid indicator of students' abilities and readiness for a particular subject matter.

Fall 2018 AB 705 DSPS Course Analysis

EWRT 1A

The fall 2018 was the first quarter of AB 705 implementation and the success rate for the



53 DSPS students enrolled in EWRT 1A had a 73.6% success rate (39 students passed out of 53; 11.3% withdrew, and 15.1% did not pass). Importantly, full-time DSPS students enrolled in EWRT 1A in the fall 2018 had a 68.6% success rate and part-time students had a higher success rate of 83%.

All Transfer-Level Math(s)

The success for the 148 DSPS students enrolled in all transfer-level math for the fall 2018 and the success rate was 62.8%. The withdraw rate was 19.6% and 17.6% did not pass. The success rate for all transfer-level math was 64.8%.

However, when excluding Precalculus courses and above from DSPS transfer-level enrollment for the fall 2018, the DSPS students enrolled in transfer math in the fall 2018 was 66 students with a success rate of 59.1%, 19.7 failed, and 21.7% withdrew. Part-time students had a substantially higher success rate over full-time students for all transfer-level math courses. Note: the success rate for the college as a whole for all transfer-level, math excluding Pre-Calculus and above was 60.2%.

Importantly, data is not available to understand how specific disability categories are effected evenly or disparately by AB 705.

SS 3f) State ways & extent program maintain student records securely &

confidentially?: The Division uses password protected technology and DSPS specific software (Clockwork) to maintain the confidentiality of student records. In the instance a manual process is needed, all hard copy documentation is kept in locked files, behind locked doors. Importantly, during the DSS intake process, students are informed of the confidentiality policy, regarding disability information obtained, regarding also of their program participation, and how their accommodation needs are presented to instructors and other institutional entities. Also, during the DSPS intake process students sign an informed consent form, providing informed consent, as to whom the department may discuss their participation in the DSS programs.

SS 4a) Have there been any significant staffing changes since the last APRU?: The DSPS Dean of 4 years left the De Anza college in November 2018 to take a position at another Bay Area College. Two new, full-time tenure-track DSPS counselors were hired in the fall 2017, and a full-time tenure-track APE instructor was also hired in the fall 2017. In fall 2018, an LD specialist/ Basic Skills Instructor was hired in DSPS program starting in the fall 2018.

SS 4b) Are there any significant staffing changes that will be needed?: Staffing We need to increase staffing in the following areas:

Tutors: The implementation of AB705 and the cut to basic Mathematics and English classes, has led the DSPS tutorial center seeing an increase of students needing tutoring services in their higher-level Mathematics and Statistics courses.

We have also seen an increase tutoring for English related classes. The students most impacted seem to be ESL and DHHS students



DSPS currently has 2 higher-level Mathematics Tutors 1-Basic-mid level Mathematics tutor and 2- English tutors. In past years, the group tutoring for Mathematics was 4-6 students, now it is 8-15 students per tutor per group. English tutoring is by appointment in ½ hour increments up to 3 times per week. The request for increased time for appointments as well as the number of appointments allowed by the same student in one week has increased over the last year.

The addition of at least 2 more mathematics tutors and 1 additional English tutor would be of substantial help to students and would provide relief for the current over extended tutors.

APE Classroom Assistants:

APE averages about five massage therapists a quarter working 72 hours a quarter. We have relied on the massage therapists for the last 20 years. With the closure of the Massage Therapy program, we will no longer have this help. Our student workers have been greatly reduced over the years from 10 per quarter to a maximum of 2. APE would like to request two 20 hours employees to work in the morning classes to ensure the safety of the students. The majority of APE students are enrolled in the morning classes.

Although APE has a 20-hour position at the pool, APE would like to request one more 20-hour position for the pool. With the new pool curriculum taking effect in Fall 2019, the pool classes will be larger and will require more people at the pool to ensure safety. Additionally, a seasonal TEA is needed during the summer quarter in APE at the pool.

DSPS Faculty

In the 2016 to 2017 Program Review, it is described that the DSPPS program would not be replacing the retirement of 1 DSS counselor and 4 LD specialist positions would not be filled. In the fall 2017, as a result of FA contractual changes DSS counselor hours were reduced from 140 hours per month to 120 hours, which resulted in aggregate reduction of 80 hours per month of DSS counselor service. For two quarters (fall 2017 and winter 2018) the department had 5 counselors, but reduced to the historical number (for past 15 years) of 4 counselors.

The DSPPS DHHS supervisor will be retiring at the end of the spring 2019 quarter.

SS 5a) Have there been any significant facility changes since the last APRU?: There have been no significant facility changes in the DSPPS Division.

SS 5b) Are there any significant facility changes that will be needed over the next five years?: Division:

The Division continues to agree that any efforts to arrange for the programs to be co-located in one area would be most beneficial to our students. This was documented and information provided in the last program review

APE:



New Access button for PE13 back door.

The "back" door is the most used door in PE13 by our students. This is due to several factors: it is the door closest to the para-transit/student drop-off parking, and the door that drivers use to usher students inside; it is the door with tables and chairs immediately outside where students wait between classes; it is also the nearest door for students who approach PE13 via the disabled parking in Lot C.

The door with the automatic switch is the least used.

SS 6a) Have there been any significant equipment changes since the last APRU?:
Alternate Media or Assistive Technology Equipment Changes

The process for students uploading their documents into the Clockwork system will be refined to ensure that it is done with consistency.

Due to the inability of ETS to update the Clockwork system until December of 2018, students were unable to utilize the Clockwork system in its entirety. The DSPS program plans to implement the on-line testing system in Spring of 2019 and expect to have the Note Taking and Alt Media on-line modules active by Summer 2019.

SS 6b) Are there any significant equipment changes that will be needed over the next year?: Due to wear and tear, the APE program requests the purchase of a new treadmill as soon as possible in the 2019-2020 fiscal year. This is to supplement the purchase of two treadmills purchased in Spring 2019 with one paid for from APE foundation account and the other from DSPS funds.

SS 7a) Have there been any significant operational cost changes since the last APRU?: The DSPS Allocation in 2016-17 was \$1,697,175.00 and increased to \$1,763, 654 for the 2018-18 allocation. As part of the De Anza \$2.5 million student services budget cuts for 2017-18, the DSPS program budget was reduced by \$160,000 resulting in the elimination of existing open positions (Hope Alfred instructor, 1 LD specialist, and 1 DSS Counselor position).

SS 7b) Will any significant operational cost changes be needed over the next year? :
Operational Costs

Operational costs are represented in the position recommendations above in the area of tutoring and APE.

SS 8a) Have there been any significant organizational alignment changes since the last APRU?: Organizational Alignment

At this time, the only change to the Division is the closing of the HTCTU. This did not affect our funding in any way.

SS 8b) Are there significant organizational alignment changes that will be needed over the next year: No organizational alignment changes are foreseen for the next year.

The Division has not discussed or planned for any realignment in its oversight and service structure.

SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?: AB 705 Regulations/Laws/Policies

AB 705 and the new DSPS funding formula may have an impact the DSPS budget.



AB 705: The need for increased tutoring for students self-placing or being directed to in higher level classes has increased over the last year.

DSPS Funding Formula: The effect of this new formula has not yet been determined, but may have a negative impact for De Anza's allocation

DSPS counselors will have the additional responsibility of accurately assessing placement levels for students transitioning from high school. Even greater, counselors will need to catalyze (increase) student success consistent with the Vision for Success Approved by the Board of Governors ensuring specific indicators of completion are reached and at the rates of "success" by the future dates expected (20% increase of certificates and degrees and 35% increase in transfers by 2022).

The CA state high schools have the post-secondary transition responsibilities for students until the age of 22; however, statewide high school are severely understaffed (Special Education) to address their mandated post-secondary transitioning needs of students with disabilities. and thus, heavily relying on the open admission on CCC to provide programming to a diverse population of developmental delayed learners.

SS 9b) State significant changes in regulations/laws/policies affecting program over next year.: During the 2018-19, academic year the department will be adapting, evaluating, and planning for the impact of AB 705 on student placement in Math and English and performance in transfer level Math and English and Writing. The DSPS program is adapting to the mandates of students completing transfer- level math and English and Writing in one- year of entering the college. According to AB 705 mandates, students entering the institution in the winter and spring 2019 will also be expected to meet transfer- level requirements in the academic year they enter the institution.

Student Centered Formula recently enacted will involve the program tracking student outcomes (certificate and degrees earned and transfer rates) at a more precise level. Further, the college will have to track the number units students have completed- and seek to create greater efficiency, in regards to students reaching their goals.

SS 10a) State any significant professional development activities for the program since last APRU.: As described above there are currently 5 DSPS faculty members in the Tenure Review Process (2 LD Specialist, 2 DSS Counselors, and 1 APE Instructor and are engaged in intensive professional development respective of their Phase.

The DSPS Division will continue to encourage and support faculty and staff professional development in state (CAPED) and national conferences (AHEAD) and trainings. The Division will also continue DSPS representation at the major assistive technology conferences: CSU Northridge Technology and Persons with Disabilities Conference and the Accessing Higher Ground Assistive Technology Annual Conference.

Counselors have also attended University of California Ensuring Transfer Success Conferences and CSU Counselor Conferences.



SS 10b) State any significant professional development needs for the program for the next year.:

DSPS counselors anticipate the release (May 2019) of the very long-awaited release of the newest version of Assist.org, which will involve learning to use this new articulation tool, which is integral to transfer planning for all students. The newest version of Assist.org has undergone a major overhaul, which appears and functions substantially different from previous versions. Counselors will need to dedicate time towards becoming proficient in using this tool that is critical in student education planning. Counselors should all plan to attend the UC Ensuring Transfer Success Conference in May 2019.

DSS counselors will also be adapting in the upcoming year to the new metrics associated with the Student Centered Formula/ Outcomes Based Funding.

SS 11a) Have there been any significant curriculum since the last APRU?: In the winter 2018, the DSPS division developed several noncredit courses to address the challenges that many students with disabilities may experience with the push for the accelerated skill development of AB 705, requiring for students to complete transfer level English and Math in 1 year. DSS faculty developed the following courses with the anticipation of adding these to a certificate and receiving CTE funding:

EDAC 311- Self- Advocacy

EDAC 305- Transition from High School to Campus

EDAC 312 Basic English Skills for Students with Disabilities

EDAC 307 Note Taking Technologies and Strategies

EDAC 304 Soft Skills

In the fall 2018-19 catalog, DSPS courses that were formerly Special Education changed to Education Access Courses (EDAC). Also, in the fall 2018-19 catalog, courses formerly titled Guidance course were changed to Learning Strategy courses (LS 50, LS 207, L209, LS 211). LS 50 Student Success Strategies changed from Guidance 202 and became AA degree applicable and CSU transferrable.

During the winter 2019, EDAC 54 Universal Design and Accessibility was offered for the first time. This course, in the fall 2019 catalog, will change to EDAC 20, thus, becoming UC transferrable.

Also, in the fall 2018-19, EDAC 1: Orientation to College and Accommodations was added to the De Anza College catalog and will be offered in the spring 2019 for the first time. This is a 1.5 unit course (approximately 12 hours), which addresses postsecondary transition concerns of students with disabilities as well as the college's orientation requirement and overall education planning issues.

SS 11b) State any significant curriculum issues that will affect the program over the next year.: The DSPS program began in 2017-18 academic year an open lab approach for Computer Access Lab, thus, students did not have to necessarily enroll in EDAC Assistive Technology curriculum to use the lab and its resources. Further, students did not have to enroll in EDAC 240, as they did historically, to undergo an assistive technology evaluation to receive recommendations and training on assistive technologies. The EDAC evaluation



course (EDAC 240) and lab courses (EDAC 290X and Y) or still offered along with EDAC 245. The division will need to brainstorm ways to increase enrollment.

The DSPS Division in 2017-18 began to explore cognitive software aimed at cognitive regeneration/ brain fitness for a potential post ABI population as well as software for other populations to improved memory, attentional control, cognitive skills, self-regulation, and/ or executive functioning. Data and resources were obtained on different software currently in use at other California Community Colleges and the feasibility of adopting these self-mediated (user directed) software for a broad and diverse DSPS student populations/ disability categories.

The decline In DSPS courses may have an impact on specialized class revenue for the college and the division resulting in less funding available for DSPS.

SS 11c) State the aggregate student success rate in the instructional portions of the program?: The Aggregate Success Rates for DSPS curriculum were obtained De Anza Institutional Research.

Learning Strategies (Guidance for 2017-18 Academic Year) = 60% success rate. Total enrollment count for all Guidance courses for the fall 2017, winter 2018, and spring 2018 was 50 students. Of the total enrollment 22% did not pass and 18% withdrew.

Adapted Physical Education= 97.5% success rate. Total enrollment count for the 4 quarter in the 2018-18 academic year was 1,578 students. Of the total enrollment ,76% did not pass and 1.77% withdrew.

EDAC (Special Education Courses for 2017-18 Academic Year)= 98.6% success rate. Total enrollment count for all SPED courses for the 4 quarters in the 2017-18 academic year was 862 students. Of the total enrollment 2.32% did not pass and 1.16% withdrew

SS 11d) State gap of student success rates with targeted groups.: Institutional Research and DSPS Student Success Rates

DSPS Students had an enrollment count of 6,786 student (DSPS student enrollment across all courses for the 4 quarters in the 2017-18 academic year). The DSPS student success rate was 83.3% as compared to the college's success rate of 77.3%. The success rate specific to degree applicable courses is 82% for DSPS students and 77.5% for the college as whole, when success rate is for degree applicable course work.

DSPS Success Rates by Ethnicity for Spring 2018 Quarter

Ethnicity Student Count Success Rate %

African American 112 82.1%

Asian 449 88.2%

Decline to State 58 98.3%

Filipinx 69 82.6%

Latinx 464 75%

Native American 10 90%



Pacific Islander 14.42%

White 66.784%



In regards to DSPS who presented their ethnicity, there is success rate gap of more than 5% for Latinx students, Pacific Islander students, and African American students as compared to the highest performers with a provided ethnicity Asian students and the significant population of students that declined to state. Note: Institutional data is presented quarterly (and not in any annual format), and the above represents spring 2018 quarter only. Further analysis for other quarters show even greater equity gaps for African American and Latino students success for DSPS students.

SS 12a) Have there been any other significant program changes since the last APRU?: The Division hired a new Dean in the winter 2019 quarter. The department will need to adapt to substantial changes related to state-level initiatives (getting students to complete transfer level math and English in their 1st year; increase the numbers certificates and degrees completed by 20% and transferring students by 35%, as well as reducing the number units students complete to reach their goals) along with staffing and curriculum changes, which have been detailed throughout the program review.

SS 2b) Are there any other significant issues that will affect the program over the next year?: Issues affecting the DSPS program have been detailed through the program review.

Due to the inability of ETS to update the Clockwork system until December of 2018, students were unable to utilize the Clockwork system in its entirety. Clockwork still poses numerous day-to-day challenges. The DPSP program anticipates fully implementing the on-line testing system in the near future and expects to have the Note Taking and Alt Media on-line modules active by Summer 2019.

SS 13a) What are the current/active program outcome statements?: The program in the current year are working toward implementing best practices, resulting from findings from SSLLO/SLO assessments conducted during the current 5 year SLOAC process. Particularly, the program is refining its test accommodation procedures, mobility shuttle services, and note taking approaches.

SS 13b) How many SSLO/SLO statements have been assessed since the last APRU?: The DSPS division has assessed in multiple years the SLO(S) and SSLO(s) for its respective service areas and curriculum. SLO has been developed as part of the 5 year SLOAC cycle and as part of the 5 year curriculum revision SLO criteria.

SS 13c) Summarize the outcomes assessment findings and resulting program enhancements since last APR: SSLO statements completed in DSS have examined student knowledge in how to effectively use test accommodations. The results provide insights as to how the department needs to shape its communication to ensure students have an accurate awareness of the testing policies and procedures: understanding the authorization process, how to work with their instructor; how to work with the test proctor, as well as the overall importance in regards to effective test preparation.



Additionally, the department assessed and gained insight of note taking accommodations and technology options, as well as how students interface with the department's Computer Access Lab- including the evaluation for and introduction to expansive technology options for note taking accommodations (addressing functional limitations related to attention, memory, and writing): various note taking apps, Smart and Live Scribe Pens, digital recorders, and organizational and storage schemes for recorded material.

The department was also able to improve mobility services from insight gained from the SSLO process, which provided further awareness how students use this service and our shuttle operations.

To enhance the SSLO/SLO process, the department will examine how to develop effective and concise data gathering instruments and evaluate the best time and locations in the department to gather data.

SS 13d) What are the program outcome assessment plans for the next year?: The 2019-20 academic year will begin the new 5 year SLOAC cycle. SSLO/SLO development is currently underway in the DSPS areas in measuring learning objectives/ skill acquisition for the respective program and curriculum areas. The department will assess the student use of tutoring, college course-taking, and the effectiveness of this experience. The department will also assess student outcomes related to new placement requirements- what are students' experiences? The department is also interested in how students are deciding to enroll in the special classes (Learning Strategies and EDAC courses), and how these course are benefiting their matriculation.

SS 14) Analysis of the program from last APRU, now, and anticipate over next year.: The DSPS program has work to buoy its enrollment in its service components as well as seek to increase enrollment in the curriculum. With the advent of AB 705, the program will need to develop effective methods to track and monitor student progress, ensuring students are completing transfer math and English requirements in their first year. Also, with the new Student Centered Funding model, students will need to be more goal oriented, and we will need to be able to effectively assist students decide on an academic major and provide effective educational planning to ensure timely completion. The Visions of Success initiative established that the college (and respective programs) demonstrate an increase in the number of degrees and certificates by 20% and transfer numbers by 35%.

As noted in the program review, the department will need to hire more tutors to meet the demands that are arising with AB 705 and to reduce the high tutor to student ratio. The program review also demonstrates a need for additional staff in APE to replace the role performed formerly by message therapy student workers from a program that has been phased out by the college.

Outreach

The DSPS program will need to evaluate the most effective approaches to increase



student enrollment. Substantial research relates that there are just as many or more students in the general student population within any given college with a diagnosis (and functional limitations) that would qualify for the DSPS program and academic accommodations. Historically, the program performed substantially more in-reach to increase the campus community knowledge of the program via classroom presentations, attending faculty meetings, and conducting workshops for the campus community to increase their understanding of the program. Further, the department attracted and increased faculty referrals of students with potential disabilities though holding monthly, lunchtime information meetings. The program will also offer in the spring 2019 EDAC College Orientation and Accommodation courses to increase enrollment, orient them to college and the DSPS program, and assist students meet priority registration criteria. With enrollment in the EDAC 1 course being restricted to 45 students, DSPS faculty also discussed high school transition meetings for high school students and their parents.; prior to last year, the DSPS program offered 3 high school transition meetings in the evening during the months of April and May.

Service and Resources

The program needs to work to create more efficient intake, counseling, and documentation processes reducing paperwork and duplication, particularly, moving closer to greater automation. As described above, the DSSP program will be fully implementing the on-line testing system in the Spring of 2019 and expect to have the Note Taking and Alt Media on-line modules active by Summer 2019. The program is also reviewing the intake forms (AAP) and related documentation used by counselor to evaluate reducing duplication and potential for automation.

Curriculum

Enrollment data presented in the program review speaks to the department needing to increase its enrollment of students across its curriculum. The department will also monitor enrollment with the name changes for numerous curriculum areas and enrollment and demands for new curriculum that was introduced in 2018-19 (EDAC 54 and EDAC1)- along with enrollment outlook for open Assistive Lab Courses.

The program will further brainstorm appropriate populations for noncredit courses and the courses' potential, as a CTE certificate.

SS 15a) Name of the Division and the names of the programs.: DSPS Program Division (APE, HOPE, DSS, LCW, and DHHS)

SS 15b) Who wrote the Divisional Perspective?: Laureen Balducci, Dean of DSPS

SS 15c) Summarize the CPRs written by the programs of the Division.: DSPS offers a comprehensive range of support services, accommodations, classes, and counseling to students with disabilities in order to assist in the success of students attaining their educational goals. DSPS is mandated to provide necessary support to students with disabilities to enable them to attain their educational and life goals. The population of students coming into the DSPS program is growing, with disabilities such as autism, ADHD



and Traumatic Brain Injury, to name a few. DSPS students require more services due to their special needs and their success rate increases according to the data. In addition, there is a growing population of Deaf and Hard of Hearing Students (DHHS) that are attending DA College.

The greatest need of DSPS is additional faculty and staff. One goal for DSPS is to do more outreach and in-reach activities to let students in the community and on campus know what is offered for classes and services. This strategy would inevitably increase enrollment in DSPS.

In APE and Hope Services, for example, as more students sign up for APE and Hope classes, an additional IA would be needed to assist the faculty in both areas. In order to adequately serve students, DSPS would also benefit from an additional full-time, permanent counselor/LD specialist. With more DHHS students, a captioner and an interpreter would need to be hired to accommodate these students. In addition, TEAs would still be needed for DHHS since we still need coverage for all of the classes that students are taking and various times of day. Lastly, as stated above, with APE 705 in place, more tutors will be needed starting next year to offset the basic skills classes no longer being offered.

DSPS continues to provide equal access to students who need additional support in their classes in order for them to achieve their educational goals. This equal access also includes students utilizing Alternate Media and Assistive technology. There is a need for this technology to be regularly updated with the purchasing of newer technology as needed.

Through data collection and strategic planning, DSPS can and will justify the need for additional faculty, staff, and technology resources. An increase in funding is needed for DSPS to improve services, assist faculty and staff stay current in their work (through conferences, trainings and educational workshops) and incorporate the latest and greatest technology needs of the students served.