# 2010-11
# Annual Program Review Update

**PROGRAM NAME:**

## Disability Support Services

**Name of person or persons that filled out this form:**

DSS: Kevin Glapion, Maria Delas, Wayne Chenoweth, and Esther Halwani

## I. PROGRAM DESCRIPTION

A. What is the primary mission/purpose of your program?:

"The mission of the Disability Support Programs and Services Division (formerly called the Special Education 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."

B. What is your Program Level Outcome (PLO) statement?:

PLO Statement:  Students will demonstrate effective decision making behaviors in using DSS services and effective communication abilities.

1. Describe the processes by which your PLO is assessed:

| | |
|---|---|
| x | Analysis of SLOAC results (refer to Part III) |
| x | Analysis of SSLOAC results (refer to Part III) |

Other:

The analysis involved multiple meetings in the fall, winter, and spring with the two part-time sign instructors and spring meeting with the CAL instructor in which the methodology  was evaluated (measurment approaches and its relation to SLO) as well as how the findings affect curriculum and pedagogy as it relates to the mission, core competencies, and the strategic initiatives. Emphasis during the analysis stage was placed on how the results will be implemented and enhance student learning.

To Enhance our Program Practices and Procedures: As a team, our analysis strategized on different modes to educate students to utilize the DISH.  The analysis involved all DSS staff in evaluating the Program Level Outcomes impact on the department services, student learning, and the applicability of results to staff and faculty roles. The analysis was recursive occuring throughout the assessment/ reflection/ enhancement process, and thoroughly documented in staffings and department meetings.

2. How does your PLO directly or indirectly support the: Mission, Institutional Core Competencies (ICC), and/or Strategic Initiatives

(Attach "PLO to Mission, ICC, and/ SI matching sheet(s)."
Comments:

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The Program Level Outcome (PLO) directly supports (conceptualizes the mission, ICC, SI through the DSS program) in students being able to (a) communicate their disability limitations and request accommodations (b) recognize, critically evaluate, and synthesize necessary disability-related information, (c) assume greater personal responsibility in the accommodation process, and (d) to think critically (e.g. effectively problem solve, explore accommodation alternatives, and to adapt to new approaches and strategies in accommodating their disability).  The Program Level Outcome (PLO) specifically addresses the Stategic Initiatives in the following areas:Outreach (access) to students with disabilities, Individualized Attention to Students (as represented in the individual student educational planning), cultural competence (PLO's emphasis on communicating effectively disability-related information),  and community collaboration (the PLO has a focus on increasing student integration and collaboration with the DeAnza community).

C. Program Demographics

1. How many people does your program/department serve?

| | | | |
|---|---|---|---|
| 1000 | # Students | Source: | Internal Active Student Files |
| All Faculty | # Faculty | Source: | |
| | # Staff | Source: | |
| | # Community | Source: | |

Comments: Describe the typical characteristics of the people your program serves - i.e. What are their goals, majors, reasons for coming to your program, etc.

The department serves students with diverse goals; the majority of students are students seeking to complete a vocational certificate, an AA degree, or seeking to transfer to a 4 year institution. Students come to the Disability Support Services program to request academic accommodations, supports, and services. Supports and services include: disability management counseling, on campus mobility assistance, test proctoring, alternate media, assistive technology, registration and enrollment assistance, equipment loan and auxillary aides, book vouchers and financial aid assistance, and removal of barriers related to physical access, technological access, and barriers related to enaging appropriately in the classroom curriculum.

2. Number of employees associated with the program?

| | | | |
|---|---|---|---|
| 4 | # FT staff | 160 | Total hrs per wk combined |
| 2 | # PT staff | 27 | Total hrs per wk combined |
| 5 | # FT Faculty | 5 | (FTEF) |
| 2 | # PT faculty | 1.22 | (FTEF) |
| | # Students | | Total hrs per wk combined |

## II.  SIGNIFICANT CHANGES and TRENDS

A. **If your program offers instruction**, attach your Program Review Data Sheet (from IR). Briefly, address any significant changes and how they have effected your **curriculum / instruction** relative to:

> 1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

> Refer to the attached Institutional Research data indicating the enrollment, retention, and success of targeted and non targeted groups for the Sign Language and SPED courses.  Refer to II (3) for data presentation highlighting the overall enrollment, WSCH generation, productivity, and retention for the Sign Language courses

> 2. Trends related to closing the student equity gap relative to the college's stated goals.

> Refer to the attached Institutional Research data indicating the representation, retention, and success of targeted and non targeted groups for the Sign Language and SPED courses

> 3. Overall enrollment growth or decline of all student populations

> Refer to the attached Institutional Research data indicating the enrollment, retention, and success of targeted and non targeted groups for the Sign Language and SPED courses. Importantly, the enrollment rate for students taking SIGN courses remains high. The high enrollment, WSCH generation, productivity, and retention of the ASL courses is represented in the past three academic years:
>
> 2007-08: 407 students, WSCH 2078, Productivity 519, Retention 92%
> 2008-09: 365 students, WSCH 1,918, Productivity 479, Retention 94%
> 2009-10: 431 students, WSCH 2,235, Productivity 559, Retention 91%

B. Briefly, address any significant changes and how they have effected your program's **services** relative to:

> 1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

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The DSS program remains a core equity program committed to serving all at-risk, underrepresented populations in the college. As the central mission and legal mandate, the program addresses the barriers and academic support needs of eligible students with diverse disabilities. The occurrence of disability traverses all gender, ethnic, cultural, and socioeconomic boundaries.The program is aware and concertedly develops a service environment conscious of the gender, ethnic, and cultural factors, which affect the experience of having a disability and pursuing postsecondary education.

2. Trends related to closing the student equity gap relative to the college's stated goals.

The program works to close the equity through developing cultural competencies to work with underserved populations. Additionally, the program through its outreach efforts seeks to decrease the equity gap by extending its outreach efforts to San Jose Unified and East Side Union High School Districts. The DSS program also, regularly, through coordination with a particular school district and the Outreach performs arranges on campus tours and orientations. The program also participates in the campus Latino and African American High School Student Conferences conducted through the Outreach office.  With increase access to services in secondary education and greater cultural acceptance of disability, the department is experiencing an increase in African American and Latino student populations requesting services.

3. Overall enrollment growth or decline of all student populations

The Disability support program student enrollment remains constant-particularly, the program has witnessed an continued increase in students amongst the traditional college age population, veterans, and students with severe, multiple disabilities. The program continues to experience a gradual rise in students with psychiatric and neurodevelopment disabilities (e.g., Autistism Spectrum Disorders) seeking disability support services.

C. Make any modifications, deletions, additions, edits, etc. to your  2008-09 Comprehensive

N/A

D. Use this space to explain anything else about your program that was not included in your 2008-09 Comprehensive Program Review (CPR) or under II.C.   What should be known about your program that hasn't been asked?

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The DSS program has developed a book scholarship program (in 2008-09 academic year), which awards students with physical disabilities a book scholarship voucher; the DSS program grants approximately 100 students scholarship vouchers per quarter (annual scholarship allotment of $100,000 for book vouchers) and ensures through compliance checking of book store invoices that the students purchases are appropriate and in compliance with the scholarship purchase criteria. Purchase totals are reported to the Financial Aid office for each student, as a form of financial support, which was provided to the student. The follow-up, clerical functions were performed by a test proctor assistant/ instructional associate who is no longer employed by the district, and the position has not been filled.

The DSS program has developed a note taking program in the spring 2008, which involves students, in the general student population, serving as peer note takers to DSS students. Notetakers are paid a stipend for their service. The DSS department oversees the receipt of note taker contracts, quality assurance monitoring of the note taking accommodation, and the

Further, the capacity of the CAL Assistive Technology Instructor to serve as the 508 technolog

# III.  OUTCOMES ASSESSMENT

**If your program offers both instruction and services, complete all of Part III.
If your program does not offer instruction, skip to III. E.**

A. **If your program offers instruction**, describe the number of **SLOAC** that have been completed or will be completed in 2010-11.

A total of three SLOAC(s) will be completed for the American Sign Language Curriculum in the 2010-11 academic year. Two SLOAC(s) have been completed as of the winter 2011 quarter for SIGN 1 and SIGN 2, respectively. The assessment (and subsequent reflection and ehancement) for the SLOAC for SIGN 3 will take place during the spring quarter; SIGN 3 is only offered during the spring quarter.  For the SPED courses (240, 245, 290X and Y), an SLO was developed and assessed for each of the courses.

B. **If your program offers instruction**, describe the level of engagement in the 2010-11 **SLOAC** process. (i.e. How many faculty, staff, and administrators participated in the SLOAC process?)

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The two American Sign language instructors and the Disability Support Services Department head were highly involved in the development of the SLOs, evaluation and deciding on assessment approaches, in interpretation and analysis of the results, and in the ehancement of curriculum and pedagogy as result of the SLO outcomes.  For SPED assistive technology courses, in the 2010-11 academic year, SLO(s) were assessed and enhancements were made to teaching and student learning (described below), but greater engagement is needed between the CAL lab between the referring departments, DSS and EDC, and the Computer Access Lab.

C. **If your program offers instruction,** what program enhancements are you implementing as a result of the 2010-11 **SLOAC** process? (Only describe planned enhancements that **do not require additional resources.**  Enhancements that require new resources will be addressed in Part V.)

As result of the 2010-11 SLOAC procress, enhancement to the CAL pedagogy and student learning includes: increasing student's awareness and use of application tutorials (of recommended assistive technology) to increase their comfort and effectiveness (skills and abilities) in using assistive technology (to mitigate disability-related limitations). Enhancement has to the SPED/ Assistive Technology courses has also included efforts to improve student file management, as it relates to organizing and saving various forms of alternate media. Enhancements to the SIGN pedagogy and student learning includes: more emphasis on cultural aspects of ASL, great emphasis on immersion learning, and increased focused on conservational skills.

D. **If your program offers instruction,** what are your  **SLOAC** plans for 2011-12?

For 2011-12 academic year, the SLO assessment process for SIGN and SPED/ Assistive Technology courses will seek to examine Core Competencies and Strategic initiatives, in the respective curriculums, which have not been assessed during the past two SLOACs.

E. Describe the number of **SSLOAC** that have been completed or will be completed in 2010-11.

The department has successfully completed its 2 SSLOACs for the 2010-11 academic year measuring communication and access to department services and supports for students receiving services in the Disability Support Services Office.

F. Describe the level of engagement in the 2010-11 **SSLOAC** process. (i.e. How many faculty, staff, and administrators participated in the SSLOAC process?)

The development of the assessment tool, procedures, assessment process, and the reflection and ehancement was a process, in which all staff and faculty in the DSS department took part in. The SSLOAC progress and status was a consistent agenda item on all staff and counseling meetings from opening day to the present. Meetings worked specificallyobtain the perspective of diverse staff and faculty members and to identify the role of each staff and faculty members in the department. The results of the SSLOAC has been not only to the mission, strategic initiatives, and the core competencies, but how they relate to the roles and functions of DSS department members.

G. What program enhancements are you implementing as a result of the 2010-11 **SSLOAC** process? (Only describe planned enhancements that **do not require additional resources.** Enhancements that require new resources will be addressed in Part V.)

At this time, the team proposes the following:
a) To enhance students' knowledge of the DISH, it recommended for counselors to demonstrate the use of the DISH during sessions whenever possible.
b) We discussed possible future fund request for large professional poster done by printing services, bookmarks, and double sided business cards with more information related to DSS resources.
c) Share copy of DISH flier with Alternate Media Specialist to be embedded into students' books on cds, tape, etc...
d) Senior Secretary will include access of her DISH as a link in her signature for all e-mail communication.
e) Test Proctor will help remind students to check-in with Senior Secretary to complete SSLO assessment.
2) we will continuously strategize on different modes to educate students how to best contact and communicate with DSS.  Our goal is:
a) To keep encouraging students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide
b) Remind students to expect important e-mails from DeAnza and DSS and to not ignore any
c) Encourage students to feel free to discuss any issues affecting their academic performance
d) Test Proctor will help remind students to check-in with Senior Secretary to complete SSLO

H. What are your **SSLOAC** plans for 2011-12?

The DSS department has begun to develop SSLO statements for the 2011-12 academic year. Presently, the SSLO team will explore DSS practices, which are linked to the college mission statement, core competencies, and the strategic initiatives which have not been evaluated over the past two academic years. Currently, the DSS department is exploring SSLOs for 2011-12, which represent comprehensive program functions and resources, and which measures self-efficacy behaviors in students with disabilities.

# IV.  PROGRAM BUDGET DATA

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|  | 2009-10<br>Actual | 2010-11<br>Projected |  |
|---|---|---|---|
| 'A' budget | $1,962,091 | $2,000,000 | budgeted |
| 'B' budget | $114,914 | $100,000 | budgeted |
| 'C' Budget |  |  |  |
| **TOTALS** | **$2,077,005** | **$2,100,000** | (automatically calculated) |

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## If your program is <u>NOT</u> requesting any new resources - your 2010-11 Annual Program Review Update is finished

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## If your program <u>IS</u> requesting any new resources - Continue to Part V.

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# V. RESOURCE REQUESTS

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## Department/Program Summary

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**A. Human Resources:** Please submit up to three faculty and/or staff choices below in department/program ranked order:

**Program Position Priority #1:**

| Faculty | | Staff | x |
|---|---|---|---|
| Full-Time | | Part-Time | 20 hours |

Position Name:

Part-time Instructional Associate (Test Proctoring and Clerical Support)

Brief description:

Test proctor assistance is needed to monitor testing in the various areas where accomodated testing takes places, due to the inadequate space in DSS.  Testing takes place in several areas (described below). Additionally, the test proctor in the past performed support responsibilities, as it relates to the administrative processing work involved in the time intensive, follow-up functions in the Note Taking program and Schoettler Book Scholarship program developed in 2008-09 academic year.

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Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc.  (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)

If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

The Note taking program provides increased classroom access to disabled students and improves student academic outcomes; the use of this quarter-long, time intensive accommodation has increased to approximately 75 students per quarter applying for this program. The note taking program provides a stipend to the peer notetaker serving as an auxillary aid to the DSS student.

**Program Position Priority #2:**

Faculty _____          Staff _____

Full-Time _____          Part-Time _____

Position Name:

Brief description:

Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc.  (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)

If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

**Program Position Priority #3:**

Faculty _____          Staff _____

Full-Time _____          Part-Time _____

Position Name:

Brief description:

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Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)
If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

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**NOTE:** It is an expectation that all positions that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, the program level outcomes and the program review criteria.
In this light, briefly state some of the criteria you may use to assess the effect of each of the additional positions on your program.

**Review Criteria:**

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**B. Equipment/Materials/Facilities:** Please submit up to three resource requests in department/program ranked order:

**Program Resource Priority #1:**

| Equipment | | Materials | | Facilities | X |
|-----------|--|-----------|--|------------|---|
| Est. Cost | | | | | |

Item Name:

Adequate Test Proctoring Space

Brief description:

As noted in the 2008-09 CPR, Accommodating classroom testing continues to be a challenge with the reduction in testing space- since the fall 2005 move from Seminar Building to the SCS Building. Available spaces for testing accommodations have been reduced from 16 spaces (in the Seminar Building) to the present 4 space in the SCS Building.

Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

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Suitable testing space ensures test security and integrity: essentially, one test proctor is able to provide constant monitoring of a designated proctoring room versus the current test proctoring environment, in which students take accommodated exams in one of four areas: DSS test proctor room( SCS137-4 spaces only), general college assessment and testing center (SCS 143), the Computer Access Lab (ATC 203), and a small number (quarterly) in the Education Diagnostic Center.

## Program Resource Priority #2:

Equipment [          ]          Materials [    X    ]          Facilities [          ]

Est. Cost [   $599   ]

Item Name:

Bravo Beginning ASL Video Course

Brief description:

A video course system (such as the Bravo Beginning ASL Video Course) would give students greater exposure to ASL concepts and language characteristics with practice exercises, which are progressively more challenging. Language characteristics, such as productivity, arbitrariness, and displacement involves being able to distinguish nuance and subtle aspects of language and communication- all of which are improved with drills and repetitive and diverse exposure provided by sophisticated video course system to supplement the curriculum, as suggested above.

Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc.  (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

This video course system, which promotes student learning, as described above, would directly improve outcomes to the college's mission and the following Core Competencies (Communication and Expression, Information Literacy,  Cultural Awareness and Critical Thinking) and the Strategic Initiatives (Individualize Attention to Students and Cultrual Competency) . Instructors in their analysis and reflection of their SLO assessment process and outcomes related the students experience challenges conceptualizing and converting ASL to English and need more repetition and drill of ASL conservational fundemental independent of the classroom. Additional benefits associated with the the video course system and student learning is presented in the description above.

## Program Resource Priority #3:

Equipment [          ]          Materials [          ]          Facilities [          ]

Est. Cost [          ]

Item Name:

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Brief description:

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Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc.  (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

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**NOTE:** It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, the program level outcomes and the program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of the additional equipment/materials/facilities on your program.

**Review Criteria:**

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## Divisional Summary (If applicable)

**C. Human Resources:** Of all the position requests within your Division what is the divisional ranking of your department/program position request?

**Program Position Priority #1:**      **Division Position Ranking:** <span style="background:yellow">   </span>

**Program Position Priority #2:**      **Division Position Ranking:** <span style="background:yellow">   </span>

**Program Position Priority #3:**      **Division Position Ranking:** <span style="background:yellow">   </span>

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**D. Equipment/Materials/Facilities:** Of all the resource requests within your Division what is the divisional ranking of your department/program resource request?

**Program Resource Priority #1:**      **Division Resource Ranking:** [ ]

**Program Resource Priority #2:**      **Division Resource Ranking:** [ ]

**Program Resource Priority #3:**      **Division Resource Ranking:** [ ]