

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	<b>Hope</b>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Sandi Kovach-Long, Chris Magnin, and Monica Sheirich	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	240 students	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	Intellectually Disabled	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	<b>MISSION and Accreditation Standard II.B.1</b>	
2a) What is the program Mission Statement?	To provide individualized instruction and accommodations for equal and effective participation in vocational pursuits. Training assists individuals to develop professional attitudes, behaviors, work skills, self-confidence and employment strategies leading to supported employment.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	<ul style="list-style-type: none"> <li>• Student and family consumer satisfaction surveys sent out by Hope that is shared with De Anza faculty</li> <li>• Conferences and trainings attended by faculty and staff re: best practices</li> <li>• College of Direct Support classes paid through Hope for all staff and De Anza faculty</li> </ul>	Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <b>quality</b> of student support services ....
2c) In what ways and to what extent does the program demonstrate that its services support student learning and	<p>The number of students participating in service to the community</p> <ul style="list-style-type: none"> <li>• Kiwanis/Aktion Club – 25-30 students</li> <li>• Board memberships on both Hope Services and the San Andreas Regional Center</li> <li>• Client Advocacy Program</li> </ul>	Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and

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<p>enhances the achievement of the College Mission?</p>	<ul style="list-style-type: none"> <li>• Number of Registered Student Voters</li> <li>• Number of students going to Sacramento and meeting with legislators to discuss client's rights issues.</li> </ul>	<p>enhance <b>achievement of the mission</b> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p>BOGG fee waivers that provide access to De Anza College classes on and off campus</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p><b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>The number of students participating in service to the community</p> <ul style="list-style-type: none"> <li>• Kiwanis/Aktion Club – 25-30 students</li> <li>• Board memberships on both Hope Services and the San Andreas Regional Center</li> <li>• Client Advocacy Program</li> <li>• Number of Registered Student Voters</li> <li>• Number of students going to Sacramento and meeting with legislators to discuss client's rights issues.</li> <li>• Number of students presenting at People's First Conferences</li> </ul>	<p><b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain</p>	<p><b>N/A</b></p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising</p>

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and evaluate counseling and/or academic advising programs?		programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
<b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	Our students themselves represent diversity when compared to the community. Partnering with HOPE provides opportunities for community interaction through volunteers, interns, and field trips into the community outside of the classroom.	<b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
<b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	<b>NA</b>	<b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
<b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	Instructors maintain their own student records in locked file cabinets at their off-campus locations. Files are also kept on campus for DSPS forms. ClockWorks is a proposed data based system for keeping records.	<b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
<b>PART 4 -</b>	<b>Staffing</b>	
<b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?	At one point, each site had 2 Instructional Associates, currently there are one. One part-time instructor, 1 full-time Instructional Associates and 1 part-time Instructional Associate, and a TEA have been eliminated permanently. An Instructional Associate transferred into the program from a Reduction in Force	Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.

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	and transferred back out of the program from Foothill. One Instructional Associate was transferred from one site to another leaving one IA per facility.	
<b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?	The Instructional Associate that was transferred is retiring in June 2014 and needs to be replaced. One instructor will possibly retire within the next five years.	Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)
<b>PART 5 -</b>	<b>Facilities</b>	
<b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?	In Fall of 2009 the program was reduced from 3 sites to 2.	Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)
<b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?	If an ID Program on-campus is developed, space for this will be needed which will include office-space for a Job Developer, Workability Program staff, and a classroom.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 6 -</b>	<b>Equipment</b>	
<b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	Measure C and computer labs slated for an upgrade. These computers were ordered but have not been installed. Scanners for the ClockWorks program have been ordered through Measure C funds.	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)
<b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?	Computer upgrades for the labs as well as printers	Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 7 -</b>	<b>Operational Costs</b>	

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<p><b>7a)</b> Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?</p>	<p>NA</p>	<p>Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)</p>
<p><b>7b)</b> Are there any significant <b>operational cost</b> changes that will be needed over the next five years?</p>	<p>NA</p>	<p>Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 8 -</b></p>	<p><b>Organizational Alignment</b></p>	
<p><b>8a)</b> Have there been any significant <b>organizational alignment</b> changes since the last CPR in 2008-09?</p>	<p>From three Hope sites down to two</p>	<p>Please explain any significant <b>organizational alignment</b> changes that have occurred over the past five years.</p>
<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p>We hope to have in place a Workability III Program on campus for our students to transfer into</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p><b>PART 9 -</b></p>	<p><b>Regulations/Laws/Policies</b></p>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p>DSM V has now included Asperger's as a developmental disability that is eligible for Regional Center Services</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>

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<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p>The Student Success Act will impact this program through a loss of BOGG eligibility for students. Reclassification of students is occurring in Title 5 and the DSM-5 The impact of this is uncertain. Possibly more students will be eligible for categorical funding through a broadening of the Autism spectrum definitions.</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 10 -</b></p>	<p><b>Professional Development</b></p>	
<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?</p>	<ul style="list-style-type: none"> <li>• Touring TIL (Transition to Independent Living): Taft's Community College program for ID students that has been held-up as a national model.</li> <li>• Valley Medical's Traumatic Brain Injury Conference</li> <li>• Webinar's offered by UCLA's Tarjan Center for developing programs for ID students.</li> <li>• Think College State of the Art conference concerning ID students in higher education held in Washington DC</li> <li>• Person Centered Thinking Training offered through NorthStar Services</li> <li>• Touring Gavilan and Santa Rosa Community Colleges' Workability Programs</li> <li>• College of Direct Support – online classes and training</li> <li>• Care to Learn on line classes for health care professionals</li> <li>• Developmental disabilities workshop offered through Parents Helping Parents</li> </ul> <p><b>The reason/purpose:</b> To look at how to offer transition services to our students from off campus to on campus classes such as, Workability and/or College to Career Programs that lead to successful community employment. To date, Hope's job development and job placement services have been lacking for our students. To keep current on medical and legal changes that impact our students and the latest trends in the field of ID.</p>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>

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<b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?	Training for ClockWorks. Training in scheduling.	Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)																			
<b>PART 11 -</b>	<b>Curriculum, Student Success, and Equity</b>	The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .																			
<b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?	SPED 230, 231, 232, 233, 234, 235 as well noncredit curriculum have been developed.	Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.																			
<b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?	The program will be forced to begin a noncredit segment due ramifications of the Student Success Act.	Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)																			
<b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?  Has the <b>60%</b> requirement been met or	<p>All Students Course Success Rates</p> <table style="margin-left: 100px;"> <tr> <td>2010-2011</td> <td>1,047 grades</td> <td>100%</td> <td>1 withdrawal</td> <td>0%</td> </tr> <tr> <td>2011-2012</td> <td>1,053 grades</td> <td>100%</td> <td>2 withdrawals</td> <td>0%</td> </tr> <tr> <td>2012-2013</td> <td>1,053 grades</td> <td>100%</td> <td>4 withdrawals</td> <td>0%</td> </tr> </table> <hr/> <p><b>Success Rates by Age Group 2012-2013</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Success</th> <th style="text-align: left;">Non-Success</th> <th style="text-align: left;">Withdrew</th> <th style="text-align: left;">Total</th> </tr> </thead> </table>	2010-2011	1,047 grades	100%	1 withdrawal	0%	2011-2012	1,053 grades	100%	2 withdrawals	0%	2012-2013	1,053 grades	100%	4 withdrawals	0%	Success	Non-Success	Withdrew	Total	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
2010-2011	1,047 grades	100%	1 withdrawal	0%																	
2011-2012	1,053 grades	100%	2 withdrawals	0%																	
2012-2013	1,053 grades	100%	4 withdrawals	0%																	
Success	Non-Success	Withdrew	Total																		

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Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
20-24	27	96%	1	4%		28	100%	
25-39	323	99%			2	1%	325	100%
40 +	703	100%			2	0%	705	100%
<b>Success</b>		<b>Non-Success</b>		<b>Withdrew</b>		<b>Total</b>		
<b><u>Success Rates by Gender 2012-2013</u></b>								
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	507	100%			2	0%	509	100%
Male	546	99%	1	0%	2	0%	549	100%
<b><u>Success Rates by Ethnicity (multiple years)</u></b>								
<b>Success</b>		<b>Non-Success</b>		<b>Withdrew</b>		<b>Total</b>		
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
<b><u>African American</u></b>								
2012 - 2013	32	100%				32	100%	
2011 -2012	32	100%				32	100%	
2010 -2011	34	100%				34	100%	
<b><u>Asian</u></b>								
2012 - 2013	225	100%				225	100%	
2011 -2012	231	100%				231	100%	



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2010 -2011	219	100%					219	100%
<b>Success</b>			<b>Non-Success</b>		<b>Withdrew</b>		<b>Total</b>	
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
<b><u>Decline to State</u></b>								
2012 - 2013	108	100%					108	100%
2011 -2012	100	100%					100	100%
2010 -2011	100	100%					100	100%
<b><u>Filipino</u></b>								
2012 - 2013	73	100%			1	1%	74	100%
2011 -2012	70	100%					70	100%
2010 -2011	70	100%					70	100%
<b><u>Latino/a</u></b>								
2012 - 2013	189	100%	1	1%		1	1%	191
2011 -2012	197	100%					197	100%
2010 -2011	193	100%					193	100%
<b><u>Pacific Island</u></b>								
2010 -2011	3	100%					3	100%
<b><u>White</u></b>								
2012 - 2013	426	100%			2	0%	428	100%

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	<table border="1"> <tr> <td>2011 -2012</td> <td>423</td> <td>100%</td> <td></td> <td>1</td> <td>0%</td> <td>424</td> <td>100%</td> </tr> <tr> <td>2010 -2011</td> <td>428</td> <td>100%</td> <td></td> <td>1</td> <td>0%</td> <td>429</td> <td>100%</td> </tr> </table>	2011 -2012	423	100%		1	0%	424	100%	2010 -2011	428	100%		1	0%	429	100%																																																	
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<p><b>11d)</b> What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?</p>	<p align="center"><u>Success Rates by Age Group 2012-2013</u></p> <table border="1"> <thead> <tr> <th colspan="2">Success</th> <th colspan="2">Non-Success</th> <th colspan="2">Withdrawn</th> <th colspan="2">Total</th> </tr> <tr> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>20-24</td> <td>27</td> <td>96%</td> <td>1</td> <td>4%</td> <td></td> <td>28</td> <td>100%</td> </tr> <tr> <td>25-39</td> <td>323</td> <td>99%</td> <td></td> <td></td> <td>2</td> <td>1%</td> <td>325</td> </tr> <tr> <td>40 +</td> <td>703</td> <td>100%</td> <td></td> <td></td> <td>2</td> <td>0%</td> <td>705</td> </tr> </tbody> </table> <p align="center"><u>Success Rates by Gender 2012-2013</u></p> <table border="1"> <thead> <tr> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> <th>Grades</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>507</td> <td>100%</td> <td></td> <td></td> <td>2</td> <td>0%</td> <td>509</td> </tr> <tr> <td>Male</td> <td>546</td> <td>99%</td> <td>1</td> <td>0%</td> <td>2</td> <td>0%</td> <td>549</td> </tr> </tbody> </table>	Success		Non-Success		Withdrawn		Total		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	20-24	27	96%	1	4%		28	100%	25-39	323	99%			2	1%	325	40 +	703	100%			2	0%	705	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Female	507	100%			2	0%	509	Male	546	99%	1	0%	2	0%	549	<p>The college equity goal is to have no more than a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>
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<b><u>Success Rates by Ethnicity (multiple years)</u></b>									
<b>Success</b>		<b>Non-Success</b>		<b>Withdrew</b>		<b>Total</b>			
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	Success	Non-Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	<u>Latino/a</u>							
2012 - 2013	189	100%	1	1%	1	1%	191	100%
2011 -2012	197	100%					197	100%
2010 -2011	193	100%					193	100%
	<u>Pacific Island</u>							
2010 -2011	3	100%					3	100%
	<u>White</u>							
2012 - 2013	426	100%			2	0%	428	100%
2011 -2012	423	100%			1	0%	424	100%
2010 -2011	428	100%			1	0%	429	100%
<b>PART 12 -</b>	<b>Other</b>							
<b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?	The consolidation of three Hope sites into two						Please explain any <b>other</b> significant program changes that have occurred over the past five years.	

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<p><b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?</p>	<p>Going from credit to non-credit</p>	<p>Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 13 -</b></p>	<p><b>Student Success and Support Programs (3SP)</b></p>	
<p><b>13a)</b> How will the new 3SP <b>orientation</b> requirements affect the program over the next five years?</p>	<p>Every student receives an individual orientation of our program upon entry.</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five years?</p>	<p>All students receive a 90 day and annual assessment.</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?</p>	<p>The 3SP requirements will not impact our program at Hope significantly. All students have an abbreviated educational plan. The Person Centered Planning Curriculum at Hope is currently teaching students how to address their goals in their meetings so that they have more input regarding their programs and services.</p>	<p>Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>PART 14 -</b></p>	<p><b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b></p>	<p><b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>

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<p><b>14a)</b> What are the current/active program <u>outcome statements</u>?</p>	<p>SSLO#1 Students will identify and explain their vocational SEC goals</p> <p>SSLO #2 Students will meet the objectives in their vocational SEC goals</p> <p>SSLO #3 The student feels the services and classes provided by De Anza College have improved the quality of their vocational program at Hope.</p> <p>SSLO #4 The student feels his/her ideas, questions and concerns were addressed effectively and in a timely manner.</p>	<p>Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>We have completed one assessment cycle on each SSLO/SLO.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>SSLO #1 Some students were able to discuss the location while other students took us to their binder and showed the instructor the SEC. Of those students, 40% met the established criteria to "Identify/explain" their SEC goals. 40% of the students asked could partially meet the criteria; meaning that they could only remember parts of a goal or unable to remember any of their goals but could show the interviewer where to find their goals in their binder. 20% of the students were unable to provide any information on their goals nor show the interviewer where their goals could be found.</p> <p>SSLO #2 81% of the student records showed that the criteria had been met</p> <p>SSLO#3 In the spring of 09-10, the surveys were reviewed and 63.5% of students were satisfied with the services and classes that are provided by De Anza College.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

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	<p>3/25/2013 In reviewing the surveys, we found that 63.5% of our students are satisfied with the quality of their vocational program at Hope/De Anza. The major complaint received from students was the lack of community-based employment and a desire by some students to take classes on campus. Our partner agency, Hope Services, is responsible for community employment. A grant was submitted: College to Career Program, in order for De Anza to become more involved in job development and placement as well as on campus participation.</p> <p>3/11/2013 Using the same student satisfaction tool, in the spring of 2012-2013 we found that 75.8 % of students were satisfied with the services and classes offered by De Anza College.</p> <p>SSLO#4 43% of the students felt that their ideas, questions, and concerns were listened to. 21% somewhat agreed that the college addressed their ideas, questions, and concerns. Most dissatisfaction was related to not enough community employment and lack of subcontract work.</p>	
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<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>In the next five years we will complete a second assessment cycle on SSLO #4 and also complete a second assessment cycle on each of our current SLOs.</p> <p>Currently we are assessing SLO#1 for 230Z.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14.</b></p>
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>*We have consolidated three Hope sites into two.                  *We have maintained the same amount of students with a significant reduction in staff, which has put stress on the program ie. Safety issues, amount of administrative paperwork that needs to be completed leaving less time for one on one advising with students and special classroom projects.                  *With state repeatability standards changing we foresee going from a credit to non-credit program.                  *We anticipate being able to transfer job ready students to a Workability Program on campus. Currently no such program exists.                  *A faculty Instructor and classified Instructional Associate Position will need to be filled due to retirements.</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:                  1) Where the program has come from since the last CPR (2008-09),                  2) Where the program is now (2013-14), and                  3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p><b>Part 16 -</b></p>	<p><b>DIVISIONAL PERSPECTIVE</b></p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b></p>
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p><b>DSP&amp;S division:</b>                  Disability Support Services (DSS)                  Educational Diagnostic Center (EDC)                  Adapted Physical Education (APE)                  HOPE – DE Anza (Alfred St. and Whittier sites)</p>	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Jim Haynes – DSP&amp;S Coordinator</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>	<p>In the coming years, there will be a greater emphasis on the services and courses for 3SP students in DSS and EDC. This will require an examination of workload adjustments as the Student Education Plan development and tracking is added on to the primary responsibilities to provide students with disabilities reasonable accommodations through the Student Education</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>



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	<p>Contract (SEC) process.</p> <p>The APE and HOPE programs whose students are not 3SP eligible will most likely transition to non-credit offerings starting as early as 2015-16.</p> <p>The Division will also be exploring new avenues to serve emerging student populations like intellectual disability and autism. There is also an effort to begin a Workability III program in conjunction with the OTI program.</p> <p>The Division will also need to incorporate the new Title 5 DSP&amp;S regulations into its policies and procedures. The Division will also be converting to a digital database management system – ClockWorks – over the next two to three years.</p> <p>Replacement faculty and staff will be hired for 2014-15, however, there will be staffing challenges over the next five years as at least three or more retirements are expected.</p> <p>Facilities continue to be a Division-wide issue. Although we have a central Division Office in the ATC, the DSS program is located in the SCC building, the EDC is located in the LCW, APE is located in the PE Quad, and HOPE runs programs at two off-campus sites. There is an ongoing shortage of adequate test accommodation space. During peak testing periods the EDC proctor a lot of exams/tests, disrupting the service delivery to its own students.</p> <p>Along with Foothill, the De Anza DSP&amp;S programs are waiting for the new Title 5 regulations. Both colleges built their DSP&amp;S programs on the laws and regulations of the late 1970s. An overarching review needs to be conducted on this model in light of the new regulations and the fiscal realities of 2015 and beyond.</p>	
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