

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



**For 2017-18 Submitted by::** Stacey Shears

**APRU Complete for:** 2016-17

**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.C.1. CTE Programs: Impact of External Trends:**

**I.C.2 CTE Programs: Advisory Board Input:**

**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 % Full-time :**

**I.E.4 #Staff Employees:**

**I.E.5 Changes in Employees/Resources:**

**II.A Enrollment Trends:**

**II.B.1 Overall Success Rate:**

**II.B.2 Plan if Success Rate of Program is Below 60%:**

**II.C Changes Imposed by Internal/External Regulations:**

**III.A Growth and Decline of Targeted Student Populations:**

**III.B Closing the Student Equity Gap:**

**III.C Plan if Success Rate of Targeted Group(s) is Below 60%:**

**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:**

**For 2016-17 Submitted by:**

**Last Updated:**

**#SLO STATEMENTS Archived from ECMS:**

**SS Program Review Reporting Year:** 2016-17

**SS 1a) Program Name:** DSPS Division

**SS 1b) Name(s) of the author(s) of this report:** Stacey Shears

**SS 1c) Number students served annually & trend increasing, even, decreasing:** According to the CCC Data Mart De Anza College had 1489 total DSPS students. This number conflicts with our internal numbers from the De Anza College Institutional Research Office which lists our total number of students at 1403. The overall headcount for DSPS has been declining during the last five years.

**SS 1d) Who are the typical students served by this program? :** De Anza Disability Breakdown 2016-2017

Acquired Brain Injury	100	7%
ADHD	141	9%
Autism Spectrum	117	8%
Blind and Low Vision	27	2%
Deaf Hard of Hearing	31	2%
Intellectual Disability	219	15%
Learning Disability	173	12%
Mental Health Dis.	232	15%
Other Health Cond.	209	14%
Physical Disability	240	16%
Total	1489	100%

The majority of students with physical and intellectual disabilities are served through our Adapted Physical Education (APE) and HOPE Community programs with some crossover between students with physical disabilities in DSS and APE. The majority of DSS students have mental health, health conditions and learning disabilities. After those disabilities, ADHD, Autism and Brain Injury is the second largest group of disabilities. This is the first time DSS has had a majority of students with Mental Health conditions on campus.



According to DA Institutional Research Office, 15% of DSPS students are under 19 years of age. Outreach to area High Schools needs to continue. During recent outreach events DSS counselors have noted that parents are asking for transition support for the incoming students and communication/social support for students on the Autism Spectrum.

DSPS student headcount has decreased by 12.1 % during the 2012-13 to 2016-2017 five year period. The WSCH decreased by 29.1% during the same time period according to the DA Institutional Research Office. Our overall success rate was 83%, the Non Success rate was 9% and 7% of the students withdrew from class in 2016-2017.

**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?:** DSPS wanted student feedback on the accommodations and services they receive and suggestions for improvement so a survey with 8 questions was sent out to students. The survey asked the following questions:

- 1) Are you a current DSS student?
- 2) Do you use accommodations?
- 3) Which accommodations or services do you use?
- 4) How satisfied were you with the following DSS services and accommodations?
- 5) How could we improve support to DSS students?
- 6) Which service or accommodation was most beneficial to you?
- 7) Are there any support classes you would like for DSS to offer? If so what kind of class?

82 students completed the survey. Some critiques of the survey included the lack of ability for students to select more than one accommodation or service used. In future surveys the Division will make sure students can list more than one accommodation or service used.

Here are some highlights from the survey responses:

Which accommodations or services do you use?

Answer Choices Responses

DSS counseling 34.15% 28

LD advising 0.00% 0

Testing accommodations 41.46% 34

Notetaking support 3.66% 3

Alternate media or auditory books or Braille 2.44% 2

Computer accessibility lab (dragon, Read/Write, Sonocent, etc.) 0.00% 0

Mobility services 9.76% 8

Interpreting services 4.88% 4

Captioning services 0.00% 0

Tutoring in LCW 110 3.66% 3

LD Assessment 0.00% 0

Other (please specify) 20

Answered 82

Skipped 0

How satisfied were you with the following DSS services and accommodations:

	Not Applicable	Not Satisfied	Somewhat Sat.	Satisfied	Very Satisfied	Total
Testing accom.	32.50% 26	6.25% 5	7.50% 6	17.50% 14	38.75% 31	80
Alt. Media	78.57% 55	2.86% 2	8.57% 6	5.71% 4	4.29% 3	70
Notetaking	65.75% 48	5.48% 4	8.22% 6	9.59% 7	10.96% 8	73
DSS counseling	15.28% 11	15.28% 11	8.33% 6	23.61% 17	37.50% 27	72
Mobility services	70.15% 47	1.49% 1	2.99% 2	5.97% 4	19.40% 13	67



Interpreting svc.	83.82% 57	1.47% 1	2.94% 2	4.41% 3	8.82% 6	68
CAL	66.20% 47	1.41% 1	7.04% 5	7.04% 5	18.31% 13	71
Captioning	83.58% 56	1.49% 1	7.46% 5	2.99% 2	4.48% 3	67
Tutoring	61.11% 44	6.94% 5	5.56% 4	11.11% 8	15.28% 11	72
LD Assessment	60.56% 43	8.45% 6	8.45% 6	9.86% 7	14.08% 10	71

Answered 81

Skipped 1

**SS 2c) In what ways and to what extent does program support College Mission statement?:** DSPS has developed, measured and analyzed student learning outcome data and revised services as a result of the feedback gained. The division relies on the regular measurement and assessment of student learning outcomes, the program review process and constant feedback from students who use the services to understand which procedures need to be revised to better serve students.

**SS 3a) In what ways and to what extent does the program assure equitable access for all students?:** DSPS provides instructional support to adults with intellectual disabilities at the HOPE Whittier and Alfred sites. At both sites, students create movies and work in the community. The HOPE Alfred students generally need more one on one assistance and the DSPS Instructor and Instructional Associate help the students get ready for going out into the community. At the HOPE Whittier site, the students are making movies and taking classes with the DSPS Instructor. That instructor is offering an adapted mindfulness class. Both sites need training on Adobe Premier Pro for movie-making and would benefit from attending a training on how to help students on the Autism Spectrum with communication.

**SS 3b) State ways and extent that program encourages personal and civic responsibility.:** DSPS encourages personal and civic responsibility in the classroom environments through collaboration between students, staff and faculty in division courses.

**SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising:** The DSPS Division encourages DSS counselors and Learning Disability Specialists to participate in relevant professional development opportunities such as the CSU and UC community college counselors' conferences, the CSU East Bay and San Jose State University Counselor Breakfasts and the local De Anza conferences. We also evaluate counseling services through the evaluation of division faculty according to the FHDA Faculty Agreement. In addition, DSS counselors, the Assistive Technology Specialist and the Learning Disability Specialist meet on a weekly basis.

**SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity:** DSPS Division staff and faculty attend Equity trainings, provide trainings on working with students with disabilities and engage in diversity-related educational activities. The Division also participates in Students Services Days on the quad for information sharing.

**SS 3e) State ways & extent program regularly evaluates admissions & placement practices:**

**SS 3f) State ways & extent program maintain student records securely & confidentially?:** The DSPS Division uses Clockwork, Banner and locked file cabinets to keep student information secure and confidential.

**SS 4a) Have there been any significant staffing changes since the last CPR?:** Yes, the DSPS Division hired a dean in 2014 and has had several retirements since 2008-2009. Currently, the Division has filled all vacated classified positions and faculty vacancies. To address reductions in the college budget DSPS has eliminated a vacant captioner, APE classified and DSS counselor positions.

**SS 4b) Are there any significant staffing changes that will be needed over the next five years?:**

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**SS 5a) Have there been any significant facility changes since the last CPR?:** The DSPS Division has five programs in five different locations on campus. While Adapted Physical Education will always be located in the Kinesiology area, the other functions, the division office, DSS, note taking, testing, tutoring, CAL lab and DHHS would benefit from being in the same location.



**SS 5b) Are there any significant facility changes that will be needed over the next five years?:** It would be helpful for all of DSPS campus programs to be co-located in one area. Students completing the survey provided feedback that they would prefer to do everything DSS-related in the same area instead of doing some things in RSS 141 and others in LCW 110.

**SS 6a) Have there been any significant equipment changes since the last CPR?:** The Division has updated equipment since 2008-2009. Purchased a new bus and tram as well as scanners, computers, adapted physical education, an FM system and captioning equipment.

**SS 6b) Are there any significant equipment changes that will be needed over the next five years?:** The Division will need hardware, adapted physical education equipment, additional FM systems and cctv's in the next five years.

**SS 7a) Have there been any significant operational cost changes since the last CPR?:**

**SS 7b) Will any significant operational cost changes be needed over the next 5 years? :** Since all note takers must be hired as TEA's the division will spend more DSPS funds on providing note takers than in the past due to the increase in compensation.

**SS 8a) Have there been any significant organizational alignment changes since the last CPR?:**

**SS 8b) Are there any significant organizational alignment changes that will be needed over the next :**

**SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?:** Yes, the new funding formula for DSPS will go into effect this year so there may be a loss of funds for DA DSPS due to this change and the loss of special class revenue from dwindling enrollments.

**SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.:**

**SS 10a) State any significant professional development activities for the program since last CPR.:** Yes, The DSPS Division has attended several professional development activities both on and off campus since 2008-2009. These activities include the annual CAPED conventions, annual CSU and UC Community College Counselor conferences, ACSM conferences and annual AHEAD and Accessing Higher Ground conferences.

In the 2016 academic year the DSPS Division Dean served as convention chair for CAPED's 42nd Annual Training and Convention in Monterey, CA. This convention provided training for DSPS service providers in CA community colleges and CSU's throughout the state.

**SS 10b) State any significant professional development needs for the program for the next 5 years.:** The DSPS Division will need ongoing professional development in disability, adapted physical education, autism and equity areas due to the ethnic diversity of DSPS students. Professional development on the ethnic and cultural aspects of the students we serve is especially needed since most DSPS service providers focus on disability professional development, leaving the providers at a loss in navigating the intersection of culture and ethnicity with disability. The college also needs more professional development on how to support students with disabilities in the classroom and making sure instructional materials are accessible.

In addition, the division will host trainings so other campus and district personnel can also receive professional development related to disability.

**SS 11a) Have there been any significant curriculum since the last CPR?:** The division has changed the name of SPED courses to Educational Access (EDAC) and Guidance courses to Learning Strategies (LS). The change will take effect in Fall of 2018

**SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.:** Yes, the decline in DSPS division courses will result in a decline in specialized class revenue to the college



and division which will result 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 in the division were:

GUID 85%

PEA 91%

SPED 98%

The college success rate is 77%

**SS 11d) State gap of student success rates with targeted groups.:** For targeted groups, the DSPS rate was 79% compared to 86% with non-targeted students

DSPS students aged 20-24 had a 76% Success rate

Pacific Islander students had a 70% success rate and Native American students had a 71% success rate

**SS 12a) Have there been any other significant program changes since the last CPR?:**

**SS 2b) Are there any other significant issues that will affect the program over the next five years?:**

The change to the DSPS funding formula and the lack of income from Special class revenue as enrollments decline.

**SS 13a) How will the new 3SP orientation requirements affect the program over the next five years?:**

**SS 13b) How will the new 3SP assessment requirements affect the program over the next five years?:**

**SS 13c) Effect of the new 3SP student education planning requirements over next 5 years.:**

**SS 14a) What are the current/active program outcome statements?:**

**SS 14b) How many SSLO/SLO statements have been assessed since the last CPR?:** Two

**SS 14c) Summarize the outcomes assessment findings and resulting program enhancements since last CPR:** Please see the most recent SLO data:

What is the name of the program / department / service area?

Disability Support Programs and Services

Who is the team leader for this SSLO?

Stacey Shears, Dean

Who are the other SSLO team members?

Maria Delas, Kevin Glapion, Gail Rulloda, Greg Salas, and Esther Halwani

What are the program's / department's / service area's primary functions in support of the College Mission?

To provide equal access and opportunity to the programs, services, and activities offered at DeAnza College. The mission of the "Disability Support Programs and Services 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."

What the students will be able to know, do, or feel after participating in, accessing, or experiencing your service, process, activity, etc.

To facilitate and assist in the success of students with disabilities to better function on campus. To provide the support and remove the barriers for students with disabilities to succeed and to achieve their academic goals, vocational goals, and personal enrichment goals.



Assign a number to this 2017-2018 SSLO.

0G1A

SSLO: Indicators/Behaviors of persistence toward transfer, vocational, and/or basic skills goals  
Students will demonstrate competency related to utilizing mobility services in order to meet their educational goals and their physical independence goals, as demonstrated by the following areas:  
proper utilization of mobility services and contacting Mobility Services in a timely manner.

Which ICC(s) does this SSLO support, contribute, or address? (List one ICC code per column [Max. 3]. To view the ICC Codes click on the tab at the bottom of this form)

ICC 1: Communication and expression, 1A communicate clearly and 1C interpret thoughtfully and logically; ICC 2: Information Literacy; Critical Thinking: 2E communicate information in various formats; ICC 5 critical thinking, 5J explore alternatives, 5L adapt ideas and methods to new situations.

Authentic/ "real life" assessment methods (surveys, focal group, interviews, etc.) used to assess the SSLO statement. How will you know they know?

Designed a nine (9) question assessment using multiple choice, yes/no, and fill in the blank to assess students' knowledge of proper utilization Mobility Services provided by our Mobility Shuttle Driver.

**SS 14d) What are the program outcome assessment plans for the next five years?:**

**SS 15) Analysis of the program from last CPR to now to 2018-19.:** The DSPS Division has had over 13 staff and faculty retirements in the last five years so there has been a lot hiring activity. The Division has filled the following full time positions: Division dean, Mobility Services, Testing Accommodations Instructional Assistant, Note taking and Tutoring Instructional Assistant, Hope Whittier Instructional Assistant, Office Assistant, LD Specialist, Computer Assisted Technology Instructor, HTCTU Trainer, Adapted Physical Education Instructor as well as several part time and hourly positions. All classified vacancies have been filled and the only existing faculty vacancies are LD Specialist and a part time Basic Skills Instructor. With the staffing completed the division will be able to move forward in implementing new programs such as a DSS student orientation class and a prospective student conference for students with disabilities. The Division also hopes to partner with the Outreach Office to collaborate on conducting assessments with extra time at area High Schools.

There is an ongoing need for accessible hardware, software and FM systems, private rooms for Dragon use and distraction reduced environments for tests to accommodate student needs. The division will continue to streamline processes and improve cohesion and communication.

**SS 16a) Name of the Division and the names of the programs.:** DSPS Division with Adapted Physical Education, Disability Support Services and HOPE

**SS 16b) Who wrote the Divisional Perspective?:** Stacey Shears

**SS 16c) Summarize the CPRs written by the programs of the Division.:**