 Dept SS - (DSPS) Disability Support Services (Hybrid) > Department  
> Program Review

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

Program Mission Statement:

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:



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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:

Submitted by:

Last Updated:

APRU Complete for 2016-17: No

#SLO STATEMENTS Archived from ECMS:

SS 2016-17 Program Review: 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: 1475 students are served by the DSPS Division which includes Adapted PE, HOPE SPED classes, campus SPED and GUID classes and DSS. We are seeing more students with multiple disabilities and are syncing our paper files with our electronic Clockwork files. We may have missed tracking some of the support we provide to students. The number of students we served in the Winter 2017 quarter is up 10% compared to Winter 2016. This Division has a variety of students with disabilities served. According to the Program Review sheets APE student enrollment is down 4.7%. APE students are 63% White, 14% Asian and 9% Latino. 9% of the students are 25-39 years of age and 86% are over 40 years old. This is 52 fewer students than last year. SPED student enrollment is down 22.5%, only 40% of these students were White, 20% Asian and 18% Latino in 2015-16. 25% are 25-39 years of age and 70% are over 40



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years old. For the GUID students enrollment is down by 64.2%. 17% were White, 50% were Latino and 13% were African American. 49% were ages 20-24 and 14% were 25-39.

The chart below shows the breakdown of DSPS students' primary disabilities. However, DSPS students have 2 and sometimes even 4 disabilities simultaneously.

SS 1d) Who are the typical students served by this program? : De Anza Disability Breakdown 2015-2016


Acquired Brain Injury	55
ADHD	147
Autism Spectrum	121
Blind and Low Vision	28
DHH	35
Intellectual Disability	34
Learning Disability	274
Mental Health Disability	268
Other	82
Physical Disability	119
Total	1163








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 Division engages in continual improvement of our processes and elicits student feedback informally on a regular basis as well as regular student evaluations of division courses and services.

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 accommodations and services to students registered with the division to ensure access to the curriculum, activities and buildings of the campus. DSPS provides DSS counseling, academic advising, learning disability advising, learning disability assessment, disability management counseling, alternate format of instructional materials, mobility



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services, testing accommodations, assistive technology support, note taking, tutoring and educational support courses in Guidance, Special Education and Adapted Physical Instruction. The Division also provides consultation to De Anza staff and faculty on how to make course materials accessible to students with disabilities and architectural barrier removal.

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 and join the general counseling division on a monthly basis for in-service meetings.

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 is in the process of filling 2 DSS counselor and 1 learning disability specialist vacancies. In 2014 three LD Specialists retired, the division has been trying to fill the vacancies for over two years but there are more vacant positions than trained professionals to serve in this capacity. The division has had a reduction of HOPE instructors from three to two, one at each location. The Adapted Physical Education Program hired a full-time

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instructor this year to replace a retirement vacancy. A full-time captioner also resigned in 2015. The Senior Office Assistant for the LD Support team has functioned out of class as a program coordinator. This has helped the division coordinate outreach to local high schools.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: The DSPS Division may need an additional instructor at the HOPE Whittier site since the current instructor regularly teaches over her load. The DSPS Supervisor and Dean worked with District HR and ACE to extend one of the part time permanent classroom assistant positions to include support for evening classes. Previously, there was a 5 hour per week hourly position for evening classes but the division could not fill the position in an entire academic year. The revised part time permanent position will now allow evening classes to include classroom assistants. Disability Support Services needs an additional learning disability specialist and part time instructor to teach Guidance classes as well as a part time Basic Skills instructor to support students in the CAL lab and to liaison with the tutorial assistants. Since there has been an increase in the number of deaf and hard of hearing students at De Anza the division will utilize the vacant captioner position to hire a .75 FTE Interpreter.

Last, the TEA categories for interpreters includes several different levels while the full time position only includes 2 levels. In the next 5 years the division should work with District HR to incorporate the same levels into the permanent positions.

The Division will also need a Program coordinator for DSS Learning Disability Support to assist in the coordination of a larger outreach event focusing on students with disabilities.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: The DSPS Division may need an additional instructor at the HOPE Whittier site since the current instructor regularly teaches over her load. The DSPS Supervisor and Dean worked with District HR and ACE to extend one of the part time permanent classroom assistant positions to include support for evening classes. Previously, there was a 5 hour per week hourly position for evening classes but the division could not fill the position in an entire academic year. The revised part time permanent position will now allow evening classes to include classroom assistants. Disability Support Services needs an additional learning disability specialist and part time instructor to teach Guidance classes as well as a part time Basic Skills instructor to support students in the CAL lab and to liaison with the tutorial assistants. Since there has been an increase in the number of deaf and hard of hearing students at De Anza the division will utilize the vacant captioner position to hire a .75

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FTE Interpreter.

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The Division will also need a Program coordinator for DSS Learning Disability Support to assist in the coordination of a larger outreach event focusing on students with disabilities.

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?: There are no designated areas for using Dragon Naturally Speaking on campus that would be conducive to the needs of the program. Students with physical, learning and attention disabilities who need to use the program do not have a place to use the program on campus to support their academic preparation.

There also needs to be an instructor station in the CAL lab where SPED courses are taught.

The Division also needs additional locations for distraction-reduced testing accommodations.








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?: Yes, the District has taken DSPS carry forward funds so as DSPS needs to expend funds we need to ask the Vice President of Finance to ask the Vice Chancellor of Finance for permission to expend funds on each item.

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.

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SS 8a) Have there been any significant organizational alignment changes since the last CPR?: Yes, Learning Disability Specialists and supporting staff have relocated to the DSS office and become part of DSS. There is no longer an Educational Diagnostic Center but a learning disability support team folded under DSS instead.

SS 8b) Are there any significant organizational alignment changes that will be needed over the next : DSS will continue to work with the LD support team to further streamline office protocols to enhance the transition from EDC to DSS. Continue to integrate DSS tutoring, testing and DHHS.


SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?: Yes, Title 5 DSPS sections have been updated. Currently, DSPS students are no longer required to sign an educational contract annually and students with documentation of previous special education support in k-12 schooling can obtain accommodations at a community college. Also, only 1 contact per term is required for MIS data purposes.

SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.: No changes however there is an expectation that all online, hybrid and in-person courses will include accessible instructional materials.

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 as well as the Ellucian conference. The Division has also participated in the CUE syllabi review for equity in 2015, the CCCCO Equal Opportunity and Equity in Hiring summit with a training on implicit bias in 2015, the Tim Wise Spring Convocation of 2017 and the HR Bay Area consortium training on Title IX. 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



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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.

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.: The DSPS Division is not able to offer LD Assessment as a class due to Title 5 restrictions. To boost enrollments in GUID classes DSPS is working with the Assessment Center to suggest enrollment in GUID classes for students who place in the lowest levels of Basic Skills reading, writing and math.

SS 11c) State the aggregate student success rate in the instructional portions of the program?: DSPS success rates were: 2013-2014 – 88%; 2014-2015 – 89% and 2015-2016 – 93%

Guidance courses Success rates have been:

2013-2014 - 53%; 2014-2015 – 56% and 2015-2016 – 49%

During this time period three LD Specialists retired leaving the program with a lack of professionals to teach the courses. Also, GUID 200, 218 and 219 are no longer offered, students are received LD assessment and tutoring services directly, instead of through a class. GUID 202, 207, 209 and 211 will be the classes regularly offered to students.

Special Education courses Success rates have been:

2013-2014 – 95%; 2014-2015 – 96% and 2015-2016 – 96%

These numbers include HOPE SPED classes which boosts success rates.

Adapted Physical Education courses Success rates have been:








2013-2014 – 97%; 2014-2015 – 97% and 2015-2016 – 98%

SS 11d) State gap of student success rates with targeted groups.: Overall, students with disabilities course completion rate is 95% which is above the overall college rate of 93%. However for African American students there was a gap of -15%; for Latinx -10%; for Native Americans -11% and for Pacific Islander's -3%.

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?:



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SS 13a) How will the new 3SP orientation requirements affect the program over the next five years?: The DSPS Division will create their own orientation with all of the necessary SSSP components in the form of SPED 1, a newly created course modeled off Foothill College's SPED 8. This course will better meet the needs of students with disabilities at De Anza and help remove some of the barriers students face in becoming new students. In addition, The DSS counselors, LD Specialist and Program Coordinator engaged in several outreach activities in the Winter and Spring quarters at local High Schools. The Division will hold an outreach conference targeted to students with disabilities from high schools in the area in the Winter 2018 quarter.





SS 13b) How will the new 3SP assessment requirements affect the program over the next five years?: The DSPS Division supports the adoption of multiple measures for English placement and Accuplacer for reading and writing since Accuplacer is an accessible product and provides students with immediate placement scores. This would enable students to enroll in courses sooner than waiting 2-4 weeks for English placement in the current system of assessment.


SS 13c) Effect of the new 3SP student education planning requirements over next 5 years.: The current model of Outreach counselors completing educational plans on all new students has negatively impacted students with disabilities enrolled in DSS. The Outreach counselors have not worked with DSS counselors to develop a system for avoiding DSS students. Consequently, many DSS students have several educational plans from Outreach counselors they've never met with. This is very confusing for students in accessing their educational plan. DSS counselors have consistently written student educational plans for DSS students. Unless a DSS student seeks support from a non-DSS counselor, no other counselor should complete ed plans for DSS students.


SS 14a) What are the current/active program outcome statements?: Students will demonstrate information competency related to accommodations in order to meet their educational goals as demonstrated in the following area: proper utilization of accommodations provided at the DSPS Tutoring/Testing Center in LCW 110.

SS 14b) How many SSLO/SLO statements have been assessed since the last CPR?: 2

SS 14c) Summarize the outcomes assessment findings and resulting program enhancements since last CPR: Sixty two (62) DSS students completed the SSLO questionnaire. According to results noted below, students indicated that they have knowledge and understanding in the use of the Testing/Tutoring Center procedures

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and protocols for exam scheduling and taking.

The knowledge base was assessed through the percentage of students who marked specific answers on their questionnaire. Students completed a series of twelve (12) questions, all of which addressed DSPS Testing/Tutoring Center procedures and protocols for exam scheduling and taking and was used to define whether the test environment was helpful in reducing test anxiety and distractibility. Assessment was measured by tallying the responses and finding the percentages.

The following is a summary of our collected data and tabulations:

1. Do you feel welcome when you go to the Testing / Tutoring Center at LCW110?

- a. Yes 48 = 77%
- b. No 1 = 1%
- c. Blank = 2 = 3%
- d. Other 0 = 0%
- Remarks 8 = 13%

2. Do you feel welcome when you go to the DSS Office?

- a. Yes 62 = 100%
- b. No 0 = 0%
- c. I don't know what the DSPS office is 0 = 0%

3. How many days in advance are you supposed to meet with the test Proctor, Nancy Hernandez, to schedule each of your exams and pick-up your envelope?

- a. At least five days before my scheduled exam 40 = 65%
- b. Once per academic year 0 = 0%
- c. My professors already have the envelopes ahead of time 3 = 5%
- d. Not applicable 13 = 21%

Additional remarks: 7 = 11%

Blank 1 = 1%

4. If you have used your test accommodations in winter 2017, then how did the accommodation process work for you:

- a. Easy, love it! 35 = 56%
- b. Don't like it 2 = 3%
- c. Indifferent 3 = 5%
- d. Prefer the old way of handing my test accommodation form directly to my professor 2 = 3%
- e. Not applicable 16 = 26%
- f. Additional remarks: 4 = 6%

Blank 1 = 1%



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5. What are the consequences of arriving late to your proctored exam?

- a. No difference in my proctored time 10 = 16%
  - b. Late time is deducted 26 = 42%
  - c. Lose my privilege of extended testing time for the quarter 5 = 8%
  - d. I will have to take my next exam in class without extended time 8 = 13%
  - e. Additional remarks: 10 = 16%
- NA 1 = 1%
- Blank 3 = 5%

6. When you have to make changes to your scheduled exams, how do you contact the Test Proctor, Nancy Hernandez:

- a. In-person 29 = 47%
  - b. Call 2 = 3%
  - c. Email 5 = 8%
  - d. Other:3 = 5%
- Remarks 0 = 0%;
- NA 2 = 3%

7. If you decide to take your test with your class, then

- a. Just check-in with your instructor 11 = 17%
  - b. Your future scheduled proctored exams will be erased 2 = 3%
  - c. You must notify the Test Proctor, Nancy Hernandez 19 = 31%
  - d. Just show up to class without informing anyone 2 = 3%
  - e. Additional remarks: 5 = 8%
- NA 2 = 3%
- Blank 2 = 3%

8. If you use any type of assistive technology for your exams, then do you find it helpful?

- a. Yes 26 = 42%
  - b. No 3 = 5%
  - c. Not applicable 29 = 47%
- Remarks 0 = 0%
- Blank 1 = 1%

9. Has the environment at the Testing Center in the LCW 110 been helpful in reducing your test anxiety

- a. Yes 43 = 69%
  - b. No 9 = 15%
  - c. Other 10 = 16%
- Remarks 10 = 16%

10. Has the environment at the Testing Center in the LCW 110 been helpful in reducing distractibility



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a. Yes 44 = 71%  
b. No 3 = 5%  
c. Other 9 = 15%  
Remarks 11 = 17%  
NA 3 = 5%  
Blank 3 = 5%

11. Is there anything that you would like to see improved within Disability Support Services (DSS)?

Yes, 15 = 24%  
No 46 = 74%  
Remarks 17 = 27%;  
Blank 1 = 1%

12. Do you have any other comments or concerns

Yes, 11 = 17%  
No 43 = 69%;  
Remarks 16 = 26%;  
Blank 6 = 9%

1) As a team, we will continue to strategize on different modes to educate students on the use of test accommodations. The following steps by Counselors and Staff are taking the spring 2017

a) Test Proctors developed a new student test accommodations student contract whereby at the beginning of every quarter, students will review and sign their contract. The contract highlights a variety of student responsibilities related to test accommodations at the LCW 110 - please refer to attached form.

b) Counselors will highlight consequences of arriving late to proctored exam when completing the test accommodations

c) The team is in process of updating the test Accommodation Center - Procedures and Rules for Students

d) Team will discuss utilizing the automatic test proctoring appointments through ClockWork

To Enhance our SSLO Process:

1) Will consider reducing the number of questions on the SSLO  
2) Give the SSLO in one location only  
3) Request students complete SSLO during priority registration period, as more students frequent DSS at that time

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



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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 APE, DSS and HOPE

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

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

### DA DSPS Student Primary Disability Breakdown 2015-2016

