

De Anza College
 Student Services Planning and Budgeting Team (SSPBT)
 2019-20 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information																																								
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.																																							
	1a) Program Name	Disability Support Programs and Services (DSPS)	Enter the name of the program being reviewed																																							
	1b) Name(s) of the author(s) of this report:	Kevin Glapion, Esther Halwani, Cathy Patel, LeeAnn Emanuel, Anita Vazifdar, Laureen Balducci	Enter the name or names of those who authored this APRU																																							
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	<p>The Chancellor's Office Data Mart statistics for the 2018-19 annual student count of 1,366 students. Note: the total for 2018-19 was 1,482.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="background-color: #D3D3D3;">Annual 2018-2019</th> <th style="background-color: #D3D3D3;">Annual 2017-2018</th> </tr> <tr> <th></th> <th style="background-color: #D3D3D3;">Student Count</th> <th style="background-color: #D3D3D3;">Student Count (%)</th> </tr> </thead> <tbody> <tr> <td style="background-color: #D3D3D3;">De Anza Total</td> <td style="text-align: center;">1,366</td> <td style="text-align: center;">100.00 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Acquired Brain Injury</td> <td style="text-align: center;">94</td> <td style="text-align: center;">6.38 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Attention Deficit Hyperactivity Disorder (ADHD)</td> <td style="text-align: center;">98</td> <td style="text-align: center;">7.17 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Autism Spectrum</td> <td style="text-align: center;">125</td> <td style="text-align: center;">9.88 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Developmentally Delayed Learner</td> <td style="text-align: center;">178</td> <td style="text-align: center;">13.03 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Hearing Impaired</td> <td style="text-align: center;">36</td> <td style="text-align: center;">2.64 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Learning Disabled</td> <td style="text-align: center;">275</td> <td style="text-align: center;">20.13 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Mobility Impaired</td> <td style="text-align: center;">189</td> <td style="text-align: center;">13.84 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Other Disability</td> <td style="text-align: center;">117</td> <td style="text-align: center;">8.57 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Psychological Disability</td> <td style="text-align: center;">221</td> <td style="text-align: center;">16.18 %</td> </tr> <tr> <td style="background-color: #D3D3D3;">Visually Impaired</td> <td style="text-align: center;">23</td> <td style="text-align: center;">1.68 %</td> </tr> </tbody> </table> <p>The majority of students with physical and intellectual disabilities are</p>		Annual 2018-2019	Annual 2017-2018		Student Count	Student Count (%)	De Anza Total	1,366	100.00 %	Acquired Brain Injury	94	6.38 %	Attention Deficit Hyperactivity Disorder (ADHD)	98	7.17 %	Autism Spectrum	125	9.88 %	Developmentally Delayed Learner	178	13.03 %	Hearing Impaired	36	2.64 %	Learning Disabled	275	20.13 %	Mobility Impaired	189	13.84 %	Other Disability	117	8.57 %	Psychological Disability	221	16.18 %	Visually Impaired	23	1.68 %	<p>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?</p>
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served through our Adapted Physical Education (APE) and HOPE Community programs with some crossover between students with physical disabilities in DSS and APE. As represented in the chart above, the largest disability categories of DSS students are: 1) learning disabilities, 2) mental health disabilities, and mobility impairments. Noteworthy is the growth of the DHHS population.

According to CCC Data Mart statistics, the De Anza DSPS student count for 2017-18 year was 1,481 students; the student count for the 2018-19 was 1,366 students. The disability categorical differences from 2017 to 2018 to 2018 to 2019 are presented in the chart:

De Anza Totals from 2016-2017 to 2017—2018		1,366
	Acquired Brain Injury	No change from 2017-2018
	Attention Deficit Hyperactivity Disorder (ADHD)	Down 1% from 2017-2018
	Autism Spectrum	Up 1% from 2017-2018
	Developmentally Delayed Learner	Down 2% from 2017-2018
	Hearing Impaired	No change from 2017-2018
	Learning Disabled	Up 2.63% from 2017-2018
	Mobility Impaired	Down 1% from 2017-2018
	Other Disability	Down 5% from 2017-2018
	Psychological Disability	Up 2% from 2018-2019
	Visually Impaired	Down 1% from 2017-2018

The DSPS program experienced a 7.77% decrease in students which involved a decreased in total annual headcount of 116 students. The

		largest decrease in students by disability group were for students with ADHD(-20 students).																			
	1d) Who are the typical students served by this program?	<p>largest decrease in students by disability group were for students with ADHD(-20 students).</p> <p>DSPS Ethnicity Representation (Chancellor Office Data)</p> <p>Student with disabilities and students in this population are represented across all ethnic groups, gender, and socioeconomic groups. According to the Chancellor Office Data (Data Mart) the ethnic composition of students in the De Anza DSPS program during the 2018-19 academic (figures in parentheses are from 2017-18):</p> <table border="1" data-bbox="684 743 1125 1463"> <thead> <tr> <th data-bbox="684 743 911 915">Ethnicity</th> <th data-bbox="911 743 1125 915">Student Percentage in De Anza DSPS Program</th> </tr> </thead> <tbody> <tr> <td data-bbox="684 915 911 984">African American</td> <td data-bbox="911 915 1125 984">3.95%(2%)</td> </tr> <tr> <td data-bbox="684 984 911 1052">Asian American</td> <td data-bbox="911 984 1125 1052">22.38%(9.2%)</td> </tr> <tr> <td data-bbox="684 1052 911 1120">Filipino</td> <td data-bbox="911 1052 1125 1120">2.27% (1.74%)</td> </tr> <tr> <td data-bbox="684 1120 911 1188">Hispanic/Latinx</td> <td data-bbox="911 1120 1125 1188">25.26% (18.96%)</td> </tr> <tr> <td data-bbox="684 1188 911 1224">Pacific Islander</td> <td data-bbox="911 1188 1125 1224">.29%(.60%)</td> </tr> <tr> <td data-bbox="684 1224 911 1292">Two or More races</td> <td data-bbox="911 1224 1125 1292">4.98% (3.0%)</td> </tr> <tr> <td data-bbox="684 1292 911 1393">Unknown/ Non-Respondent</td> <td data-bbox="911 1292 1125 1393">3.15%(2.36%)</td> </tr> <tr> <td data-bbox="684 1393 911 1463">White Non Hispanic</td> <td data-bbox="911 1393 1125 1463">37.34% (41.62%)</td> </tr> </tbody> </table>	Ethnicity	Student Percentage in De Anza DSPS Program	African American	3.95%(2%)	Asian American	22.38%(9.2%)	Filipino	2.27% (1.74%)	Hispanic/Latinx	25.26% (18.96%)	Pacific Islander	.29%(.60%)	Two or More races	4.98% (3.0%)	Unknown/ Non-Respondent	3.15%(2.36%)	White Non Hispanic	37.34% (41.62%)	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)?
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Age Demographics (De Anza Institutional Data)

Regarding age demographics, for the 2018-19 academic year, 55.42% of the students in the De Anza DSPS program are 29 years of age and younger. Noteworthy: 68.77% of students with psychological disabilities and 88.7% of students with learning disabilities are 29 years old and younger in De Anza DSPS program.

According to DA Institutional Research Office, 15% of DSPS students are under 19 years of age. Currently, there is a robust outreach plan and efforts to make connect with area high schools. Note Chancellor Office Data relates a higher number than De Anza Institutional Research, indicating 24.52% of the students in the De Anza College DSPS program under the age of 19.

SPED 8 will be another mode to orient students to De Anza College DSPS. Through SPED 8, the DSPS program provides students with a DSPS-centric orientation and transition to college. Importantly, this course has served as a mode to strengthen relationships with Special Education programs at

		<p>the area high school level. The DSPS division will be using tracking data to further under the experience and outcomes of student as they move through their first year of matriculation.</p> <p>The De Anza DSPS program by disability categories are presented above in Part 1c.</p>	
	Part 2	MISSION and Accreditation Standard II.B.1	
	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.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	The DSPS program assures quality through program review, an Student Satisfaction Survey, Student Services Learning Outcomes (SSLO), Student Learning Outcomes (SLO), and evaluation of faculty, staff, and administrators. The DSPS SLO development team engaged in discussions related to DSPS tutoring (particularly its factors of importance in the emerging AB705 era). The leads on the SSLO team worked to design a draft instrument (to collect data in 2019-20 year). The SSLO will seek to identify the effectiveness of DSPS tutoring on student outcomes.	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.
SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	<p>DSPS faculty and DSPS division meetings are centered on planning, evaluating the effectiveness of our services, and how they support student success.</p> <p>Through annual program reviews, the DSPS program assesses its program service components and their impact on student outcomes. SSLO are developed to understand how our service components best serve the students, and how students demonstrate facility in being able to use services.</p>	Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html

	Part 3	Accreditation Standard II.B.3	
	<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p>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.</p> <p>Again in 2018-19, access remains at the core of the DSPS program's mission and inextricably involved in all facets of services. In addition to disability access, the program through extensive outreach ensures SES access as well as access to marginalized ethnic communities. The DSPS program performs outreach in diverse communities in the South Bay.</p> <p>The Program Incorporation of Universal Design The DSPS Division incorporates universal design thinking and planning daily in its engagement with student and interaction and consultation with instructors; central to the program mission is designing accessible learning environment for all students with diverse sensory and intellectual capacities.</p> <p>Additionally, the Division has developed a DSS Counselor- led 4 hour, campus-wide workshop through the Staff and Faculty Professional Development Office, titled Universal Design: Designing Smart Classrooms, which has attracted a large and broad multidisciplinary faculty participation. Most important, it has demonstrated implementation of UD principles in diverse curriculum. The division's full-time assistive technology instructor developed a UC/CSU transferable Universal Design course, which was offered for the first time in the winter 2019 quarter; the course promotes a responsible and accessible society.</p>	<p>Accreditation Standard II.B.3.a- The institution assures equitable 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>The DSPS program through the developed Lunch and Learn series is working to develop competencies in working with DSPS students and to promote the program benefits to faculty to increase their awareness and capacities to refer students to the DSPS program.</p> <p>While the program is vigilante of the learning need of diversity represented by disability, and there is an endemic belief, that disability is often underrepresented in equity discussions and planning, there is very little day-to-day data analysis, discussion, equity planning and participation related to race and ethnicity and the marginalization and retention risk associated with lower income groups, The Division needs to expand its inclusivity planning.</p>	
<p>SS 3b) State ways and extent that program encourages personal and civic responsibility.</p>	<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>Consider having students send their instructors their letters. Consider having students upload their own documents into Clockwork and start the process in Clockwork.</p> <p>DSPS students advocate for their own rights to educational access and are encouraged to be active participants in activities, organizations, and courses requiring community service. In 2018-19, the Division began planning to increase automation of the disability management system, Clockwork, allowing for students to send their pre-determined accommodations to their instructors.</p> <p>Further, automation and student involvement will involve students uploading their disability documentation in Clockwork as well as better utilizing the current features in Clockwork to apply to the program and initiate the intake process.</p> <p>The EDAC 1 (Introduction to College and Accommodations) curriculum specifically designed for students with disabilities will teach students to advocate and better negotiate their educational process.</p> <p>Additionally, in the DSPS Learning Strategies 50 course which converted to CSU transferrable in the 2018-19 academic year, students are taught how to leverage learning strategies with disability advocacy strategies (e.g., understanding disability laws and rights, their learning strengths and weaknesses, communication strategies, building intentional relationships with faculty, identify their accommodations needs and requesting using accommodations...).</p>	<p>Accreditation Standard II.B.3.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>

		Advocacy strategy instruction is also core to the DSPS counselor intervention.	
SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising	3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs	<p>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 biweekly basis.</p> <p>The DSPS program has 1 DSS Counselor, 1 LD specialist, an APE instructor, and a Assistive Technology instructor who are currently undergoing tenure and engaged in intensive evaluation schedules. The DSS counselor started Phase III of her tenure process (Spring 2019). Also, the LD specialists is active in Phase II in the tenure process. The APE instructor is currently in Phase III of his tenure process, and the Assistive Technology Instructor is in Phase III. Administrative and Peer evaluations are also a component of the professional Achievement Award process for numerous other faculty.</p>	Accreditation Standard II.B.3.c- The institution designs, maintains and evaluates counseling and/or academic advising 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)
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) 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?	Inherent in the mission of the DSPS program is to serve students with diverse learning abilities, which is a diversity that is represented by students with different abilities and students from diverse cultural backgrounds and social strata. As noted in the past program review, faculty and staff work toward enhancing their culture competencies in participating in campus, state-level, and national conferences. In 2017-18, attended the National Conference on Race and Ethnicity, yet not there was no participation in 2018-19 from the DSPS Division to that particular conference. Faculty participation was presented in attending multiple conferences supporting diverse gender identities and sexual orientation. Additionally, 2018-19 faculty participated in the 1 day diverse high school outreach student conferences (African American, Latinx, and Filipinx), which take place on the De Anza Campus to embrace and recruit students from various ethnic backgrounds.	Accreditation Standard II.B.3.d- The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

<p>SS 3e) State ways & extent program regularly evaluates admissions & placement practices</p>	<p>3e) 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?</p>	<p>The DSPS Division remains an active voice on the impact of AB 705 on students with disabilities. With the implementation of AB705, the department through AB705 committee participation, communication with the assessment office, day- to- day oversight of determining students' assessments levels, program review quarterly analysis of institutional outcome data (related to DSPS student success rate in basic skills and transfer-level Math and English Writing) as well as evaluating institutional placement practices.</p> <p>Particularly, the department has been vigilant of any bias that may arise on a case- by- case basis in determining the placement level of students with disabilities, whose high school transcripts/ records may not serve as an accurate indicator of past performance and their current academic abilities.</p> <p>In the fall 2019, the DSPS faculty have engaged in direct discussion with EWRT faculty to address student performance issues in the various modes of EWRT 1A, which have been created with the advent of AB705. DSPS faculty are seeking to understand the most effective course format (EWRT 1A two quarter stretch format vs. EWRT1A adjunct course format vs. EWRT standard standalone format vs. EWRT1A learning communities format) to guide enrollment for students with disabilities. Discussions are also targeted to understand the adequacy of embedded support and course pedagogy for students with disabilities. The qualitative data acquired from instructors is being integrated with institutional quantitative data on course outcomes for DSPS populations.</p> <p>Fall 2018 AB 705 DSPS Course Analysis</p> <p>EWRT 1A</p> <p>The fall 2018 was the first quarter of AB 705 implementation and the success rate for the 53 DSPS students enrolled in EWRT 1A was a 73.6% success rate (39 students passed out of 53; 11.3% withdrew, and 15.1% did not pass). Importantly, full-time DSPS students enrolled in EWRT 1A in the fall 2018 had a 68.6% success rate and part-time students had a higher success rate of 83%.</p>	<p>Accreditation Standard II.B.3.e- 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)</p>
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		<p>All Transfer-Level Math(s)</p> <p>The success for the 183 DSPS students enrolled in all transfer-level math for 2018-19 academic year(Fall, Winter, and Spring) and the success rate was 62.3% (62.8% for prior academic year). The withdraw rate was 18.0% (19.6% for the prior academic year) and 17.6% did not pass. The success rate for all transfer-level math was 64.8%. Note: in 2018-19 (Fall, Winter, Spring) academic there was a DSPS enrollment increase from 148 students in the prior academic to 183 (21.2%)</p> <p>However, when excluding Precalculus courses and above from DSPS transfer- level enrollment for the fall 2018, the DSPS students enrolled in transfer math in the fall 2018 was 66 students with a success rate of 59.1%, 19.7 failed, and 21.7% withdrew. Part-time students taking math had a substantially higher success rate over full-time students for all transfer- level math courses. Note: the success rate for the college as a whole for all transfer -level, math excluding Pre-Calculus and above was 60.2%. Importantly, local data is not available to understand how specific disability categories are effected evenly or disparately by AB 705.</p>	
<p>SS 3f) State ways & extent program maintain student records securely & confidentially?</p>	<p>3f) 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?</p>	<p>The DSPS Division uses Clockwork, Banner and locked file cabinets to keep student information secure and confidential.</p> <p>DSPS students are informed of the confidential standards in the program. The DSPS Clockwork system has students to consent to a Statement of Confidential, regarding their FERPA Rights. Also, in Clockwork students consent to their Rights and Responsibilities in regards to program participation. Of the student's Rights one indicates that All records maintained by DSPS pertaining to disability will be protected from disclosure and are subject to all requirements for handling student records.</p> <p>The Division uses password protected technology and DSPS specific software (Clockwork) to maintain the confidentiality of student records. In the instance a manual process is needed, all</p>	<p>Accreditation Standard II.B.3.f- 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.</p>

		<p>hard copy documentation is kept in locked files, behind locked doors. Importantly, during the DSS intake process, students are informed of the confidentiality policy, regarding disability information obtained, regarding also of their program participation, and how their accommodation needs are presented to instructors and other institutional entities. Also, during the DSPS intake process students sign an informed consent form, providing informed consent, as to whom the department may discuss their participation in the DSS programs.</p>	
	PART 4	Staffing	
<p>SS 4a) Have there been any significant staffing changes since the last APRU?</p>	<p>4a) Have there been any significant staffing changes since the last APRU?</p>	<p>The DSPS Dean of 4 years left the De Anza college in November 2018 to take a position at another Bay Area College. In fall 2018, an LD specialist/ Basic Skills Instructor was hired in DSPS program starting in the fall 2018. T</p> <p>The DSPS Division hired a new Dean in winter 2019. A new DSPS Supervisor and DHHS Supervisor was hired in the Spring 22019.</p> <p>Currently, the Division has filled all classified positions and faculty vacancies, with the exception of one DSPS Counselor, which that search is in progress.</p> <p>We have had the resignation of a tenure- track DSS Counselor and a tenure- track LD specialist in the summer 2019- both moving outside of the high cost South Bay area. In winter 2020, a DSPS counselor from Foothill College campus transferred to the De Anza DSPS department.</p>	<p>Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year.</p>
	<p>4b) Are there any significant staffing changes that will be needed?</p>	<p>Math and English specialized tutors continue to be an issue to find and keep, due to the district pay and hourly restrictions. The district pay structure for tutors is far below the faculty salary schedule and far below market rate in the Bay Area for private tutors. The program needs additional tutors to address the challenges posed by AB 705 and the learning needs of students with disabilities who would have received more support in basic skills courses. Communication from EWRT 1A</p>	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).</p>

		<p>faculty relate, that even with the department's adjunct co-enrollment options and the stretch model (EWRT1AS and EWRT1AT), students are struggling to remediate the deficiency presented by some DSPS students and their need for one-on-one support.</p> <p>Additional staffing needs, including APE classroom assistants; assistant would be ideal as class sizes grow.</p> <p>The Division intends to hire another tutor and APE assistant.</p>	
	PART 5	Facilities	
	5a) Have there been any significant facility changes since the last APRU?	<p>Discussions began in the winter 2019 to redesign the physical layout of the DSPS Division.</p> <p>The DSS department is currently undergoing design changes in the department layout to create a less staid, clinical environment, but one that is welcoming to students. These plans will involve changes involving the removal of the cubicles and file cabinets to be replaced with a more inviting and accommodation seating area.</p> <p>Counselors' office furniture will also be replaced with standard faculty furniture arrangements.</p> <p>During the summer 2019, the DSPS staff worked to remove 3 large storage cabinets from the rear storage room in DSS and planning is in progress to replace the current large table mismatched furniture to create a "break room" with new furniture and seating options.</p> <p>In 2018-19 academic year, the DHHS program area underwent reconfiguration of their space at the cost of \$18,000, which include cubicles door and computers</p>	Please explain any significant changes in program facilities that have occurred over the past year.
	5b) Are there any significant facility changes that will be needed?	It continues to be a struggle for DSPS programs to be spread out throughout the campus. Students have voiced to the DSPS Division that they struggle to connect to all DSPS areas on campus and that it would be helpful to have all programs centrally located.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
	PART 6	Equipment	
	6a) Have there been any significant equipment changes	Software updates in the CAL lab are performed throughout the year. Also, the CAL will need to work with the CIS department on aligning	Please explain any significant changes in program equipment that have occurred over the past

	<p>since the last APRU?</p>	<p>with the software, hardware, and network standards of the CIS department courses to meet the needs of DSPS students enrolled in CIS courses and using the CAL lab to take accommodated, proctored exams. It is challenge for the DSPS department to meet the software/ hardware/network needs of all CIS courses, due to any number operating difficulties (related to hardware/software/networking components).</p> <p>The Division will begin with discussions to determine the potential alternatives to having to meet the vast and diverse software requirements used in CIS course. Particularly, solutions may be in the form of dedicated or reserved space for DSPS testing in the CIS labs, whereby students can use noise cancelling headphones. Student use of high- end noise cancelling headphones may serve as an affordable alternative to extensive course-base software installation in the CAL lab; student may be able also to take their test in the greater ATC 203 lab, also equipped with the many individual course software requirements, to meet the “ reduce distracted environment” accommodation standard, thereby, not requiring the DSPS program to have, in all situations, to replicate each individual CIS course standard in the CAL lab.</p> <p>The DSPS program plans to implement the on-line testing accommodation appointment system in Spring of 2020 and also expects to implement the Note Taking and Alt Media on-line modules in the near future.</p>	<p>year. (Instructional and non-instructional)</p>
	<p>6b) Are there any significant equipment changes that will be needed over the next year?</p>	<p>The DSS Computer Access Lab in AT 203 will need in the 2019-20 academic year to update the 2-year Kurzweil subscription at the cost of \$6,000. The department purchased 6 new LiveScribe pens at the cost of \$139.99 each.</p> <p>Additionally, the department will need to update and increase digital recorders. Five new high-end digital recorders (with audio output for students who unable to read screen direction/commands) are needed (\$150.00 x 5 recorders= \$750.00) and 8 standard digital recorders are needed for the general DSPS student population (\$50.00 each= total of \$400.00).</p>	<p>Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)</p>

		2IPads for DHHS students for classroom purposes, 2 computers for self-check in at the lobby/front desk of DSS, 10 Dragon software purchases for the Lab, Fitbit Monitors for APE classes, 10 Aqua belts for the pool class, and white noise machines for DSS. Itemized pricing is needed for these items.	
	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last APRU?	<p>The DSPS Allocation in 2017-18 was \$1,416,004 and for 2018-19 the allocation was \$1,378,292.</p> <p>With departure of 2 full-time tenure- track faculty in the DSS program the DSPS expenditures were reduced after the summer 2019.</p> <p>Expenditures for the college were also reduced with the categorical Dean of DSPS also acquiring oversight of the General Counseling Division in June 2019.</p>	Please explain any significant changes in program operational funding that have occurred over the past year-
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?	<p>Significant Operational cost identified are: Software support for the captioners: \$8K and annual support Captioning software (2k per year per 3 captioners)</p> <p>As noted above the Computer Access Lab had will be performing the 2-year subscription update for the CAL lab at the cost of \$6000.00</p>	Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)
	PART 8	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?	The Dean of DSPS was hired in the winter 2019. A DHHS Supervisor and DSPS Supervisor was hired in Spring 2019. Additionally, the DSPS Dean assumed oversight responsibilities of the Counseling Division in June 2020.	Please explain any significant organizational alignment changes that have occurred over the past year.
	8b) Are there any significant organizational alignment changes that will be needed over the next year?	No organizational alignment changes are foreseen for the next year. The Division has not discussed or planned for any realignment in its oversight and service structure. However, with the hiring of 5 DSPS counselor in place of LD specialist the program will continue to test less students with unidentified LD diagnosis who are not presenting with a comorbid diagnosis.	Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)

	PART 9	Regulations/Laws/Policies	
<p>SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?</p>	<p>9a) Have there been any significant changes in regulations/laws/policies since the last APRU?</p>	<p>AB705 and the new DSPS Student Centered Funding Formula may have an impact on the DSPS budget. Despite the initial research in 2018 by the RP Group that significant differences are not predicted in the new transfer level placement and enrollment, the DSPS program is observing that some students are struggling in these courses</p> <p>More in depth discussions will be needed between the DSPS program and the faculty in the diverse EWRT 1A courses to learn how the new models are meeting the needs for some, but not for others, and how can we develop supports to address gaps of the transfer level placement.</p> <p>The DSPS program may have challenges with our student population in meeting the matriculation AB705 requirements of students completing their transfer Math and EWRT requirements by the completion of the academic year that they enter to the institution.</p>	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.)</p>
<p>SS 9b) State significant changes in regulations/laws/policies affecting program over next year.</p>	<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?</p>	<p>The increasing expectation of ADA Law /OCR oversight to accommodate in new emerging accommodation areas including extended time on assignments and excused absences has involve more time intensive accommodations, in regards to engaging with students and instructors.</p> <p>With AB705 counselors we will need to work closely in supporting students to meet the matriculation goal of completing EWRT and Math transfer level in the first academic year in the college. This will involve greater monitoring and tracking of student success quarter-by- quarter as well as establishing initial placements and ensuring enrollment.</p> <p>Effective 2019-2020 the DSPS program will work with DSPS students who are eligible for a reduced course load accommodation to meet the CAL Promise requirements of the financial aid office.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)</p>

		<p>The DSPS program will be working in 2019-20 year to reengage the efforts that were halted in the 2018 to revise a handbook for students as well as redevelop a practical resource guide for faculty. Both of these program guides will be used a source book of the program policies and procedures and compliance requirements according to Section 504, the ADA Title II, and the CCC Title V.</p> <p>Specific policy development and procedures will be needed in the accommodation area of Extended Time for Course Assignments and Excused Absences accommodations.</p>	
	PART 10	Professional Development	
<p>SS 10a) State any significant professional development activities for the program since last CPR.</p>	<p>10a) Have there been any significant professional development activities for the program (or others) since the last APRU?</p>	<p>DSPS faculty and staff attend the CAPED conferences and AHEAD conferences. The Division will continue to utilize disciplinary/ practice resources, such as AHEAD publications, listservs, and webinars as well as its long-time reliance on emerging trends and best practices presented in the Disability Compliance for Higher Education.</p> <p>In May 2019 DSPS counselors attended the UC Ensuring College Success Conference to received updated transfer information, and equally important, the unveiling of the low-awaited, newest version of Assist.org, which had undergone a major overhaul for the first time in more than a decade.</p> <p>Assist.org is an articulation tool, which is integral to transfer planning for all students. Unfortunately, although the newest version was released, it is still, in the winter 2020, strongly lacking in functionality due to new system not being able to present the most recent transfer data. This has involved major workarounds and counselor inefficiency, due to counselors having to go to the individual UC and CSU websites to collect transfer information or use the data from 2016-17 version. It is not clear, when the newest version of Assist,org will be</p>	<p>Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.</p>

		<p>updated with the most current data, centralizing the transfer/articulation information, and ending the many De Anza campus-based and transfer institution- based workarounds.</p> <p>The DSPS program will continue its role in supporting professional development of all faculty and administrators in working effectively with students with disabilities to support matriculation goals, develop best practices, and meet ADA and Title V compliance requirements. The DSPS will be working to develop different modes of professional develop (education and training) to support best practices and institutional compliance.</p>	
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	The Division will continue to host trainings (through Lunch and Learn Workshop Series) so other campus and district personnel can also receive professional development related to disability. The DSPS Division will also see other modes of professional development.	Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
PART 11		Curriculum, Student Success, and Equity	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?	<p>2018-19 Catalog DSPS Course Additions</p> <p>DSS faculty (in winter 2018) developed the following noncredit courses with the anticipation of adding these to a certificate and receiving CTE funding:</p> <p>EDAC 311- Self- Advocacy EDAC 305- Transition from High School to Campus EDAC 312 Basic English Skills for Students with Disabilities EDAC 307 Note Taking Technologies and Strategies EDAC 304 Soft Skills</p> <p>Also, in the fall 2018-19 catalog, DSPS courses that were formerly Special Education changed to Education Access Courses (EDAC). Also, in the fall 2018-19 catalog, courses formerly titled Guidance course were changed to Learning Strategy courses (LS 50, LS 207, L209, LS 211). LS 50 Student Success Strategies changed from Guidance 202 and became AA degree applicable and CSU transferrable.</p> <p>During the winter 2019, EDAC 54 Universal Design and Accessibility</p>	Please explain any significant curriculum changes that have occurred over the past year.

		<p>was offered for the first time. This course, in the fall 2019 catalog, will change to EDAC 20, thus, becoming UC transferrable.</p> <p>The DSS department is in the process of creating new curriculum for our students due to AB705.</p> <p>Also, developed in 2018-19 academic was a new PEA course (PEA 15X- Adapted Aerobic Swimming); this was published in 2019-20.</p>	
SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	<p>Yes, the decline in DSPS division credit course section will result in a decline in specialized class revenue to the college and division, which will result in less funding available for DSPS. As related in this program review Section 11a new DSPS courses have been developed both credit and noncredit, but the Division has had to offer less courses, so that we can increase productivity.</p>	Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	<p>The Aggregate Success Rates for DSPS curriculum were obtained De Anza Institutional Research.</p> <p>Learning Strategies = 98.7% success rate. Total enrollment count for all Learning Strategy courses for the fall 2018, winter 2019, and spring 2019 was 93 students. Of the total enrollment 1.08% did not pass and 1.08 withdrew. Note: there was 38.7% increase in success rate over the 2017-18 academic year and overall enrollment increase of 59% (43 more students)</p> <p>Adapted Physical Education= 98.4% success rate. Total enrollment count for the 4 quarter in the 2018-19 academic year was 1,153 students. Of the total enrollment, 781% did not pass and 1.65% withdrew. Note: there was an APE enrollment count of 1,578 students in the 4 quarters of 2016-17 academic year; an annual enrollment decrease of 425 less students in 2018-19.</p> <p>EDAC= 98.2% success rate. Total enrollment count for all EDAC courses for the 4 quarters in the 2018-19 academic year was 636 students. Of the total enrollment .47% did not pass and, 79% withdrew.</p> <p>Note: EDAC courses had an enrollment decrease from 2017-18 by 236 students (26.3% enrollment decrease) and success rate that was relatively the same 98/7%</p>	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf . If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?

<p>SS 11d) State gap of student success rates with targeted groups.</p>	<p>11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>Institutional Research and DSPS Student Success Rates</p> <p>DSPS Students had an enrollment count of 6,253 students (DSPS student enrollment across all courses for the 4 quarters in the 2018-19 academic year). The DSPS student success rate was 84% as compared to the college's success rate of 78.1%. The success rate specific to degree applicable courses is 82.3% for DSPS students and 77.9% for the college as whole, when success rate is for degree applicable course work.</p> <p>For targeted groups, the DSPS rate was 79% compared to 86% with non-targeted students</p> <p>DSPS students aged 20-24 had a 76% Success rate.</p> <p>Pacific Islander students had a 70% success rate and Native American students had a 71% success rate</p>	<p>The college equity goal is to have no more than a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap</p>
<p>PART 12</p>		<p>Other</p>	
<p>SS 12a) Have there been any other significant program changes since the last APRU?</p>	<p>12a) Have there been any other significant program changes since the last APRU?</p>	<p>The department is planning to alter significant program operations through automation of the test accommodation, note taking, and alternate media process through the current disability management system used, Clockwork. This will change the manner student engage with department.</p>	<p>Please explain any other significant program changes that have occurred over the past year.</p>
	<p>12b) Are there any other significant issues that will affect the program over the next year?</p>	<p>The change to the DSPS funding formula and the lack of income from Special class revenue as enrollments decline.</p>	<p>Please identify any other anticipated issues that could affect the program over the next year.</p>
<p>PART 13</p>		<p>Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	
	<p>13a) What are the current/active program outcome statements?</p>	<p>DSS: The DSS program is developing an SSLO to measure DSPS students participation in the DSPS specialized tutoring.</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
	<p>13b) How many SSLO/SLO statements have been</p>	<p>DSS has been informed by the college's SSLO coordinator that program has exceeded the necessary numbers of SSLO(s).</p>	<p>Please identify the SSLO statements that have been assessed over the past year.</p>

	assessed since the last APRU?		(Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	DSS: The DSS program will be looking to shape it's program related to specialized tutoring and how it meeting the matriculation needs of DSPS students.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	DSS: The DSS department will be examining the impact of DSPS specializing tutoring on student outcomes in transfer-level Math and EWRT. The DSS SSLO leads have drafted an instrument and are working to conceptualize program service components that are efficacious to student success and will present data points for analysis. Data will be used to improve program service components and student outcomes in transfer Math and EWRT courses (as well as other courses student may use the DSPS writing tutoring).	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	Part 14	APRU Summary	
	14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?	The DSPS program/ Division has to address enrollment issues in the DSPS service areas (DSS and Hope) and curriculum areas: Learning Strategies, EDAC courses (Assistive Technology and Hope program), and APE courses. The Division has to look at how students are matriculating to meet the Student-centered Funding Formula. Are students completing their Math and EWRT transfer- levels in their first year and are students completing and being awarded their certificate and associates degrees in the numbers for which they eligible. The program will need to leverage its automation capabilities in Clockwork and develop department resources that communicate its policies and procedures.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.
	Part 15	Divisional Perspective	
	15a) Name of the Division and the names of the programs.	DSPS Division (includes DSS, APE, DHHS, Accommodated Testing, Tutoring Services, and Hope Services)	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Laureen Balducci	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	DSPS serves a multitude of students within DSS Counseling, APE, Accommodated Testing, Tutoring, DHHS, and Hope Services. Some Challenges for this year have been: 1. Marketing and Outreach	Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or

		<ul style="list-style-type: none">2. Filling APE Courses to capacity, with some being over capacity3. Personnel changes <p>We are collectively working on plans to increase outreach to High Schools, marketing to community centers to increase APE courses, and hiring an additional Counselor to help with the increase of DSPS students. In addition, we are looking to reclassify a position to accommodate the need of Clockwork logistics.</p>	work together into a cohesive division plan.
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