

**Column 1** indicates the information being requested for the 2015-16 APRU. **Column 2** is where you enter your program information. **Column 3** contains the instructions for responding to the requested information. You can copy and paste or type in your information into the center column. Save this word doc in the following format: sspbt16apru\_ *programname*. Once completed, e-mail it as an attachment to [watsonlaura@deanza.edu](mailto:watsonlaura@deanza.edu). She will upload the document to the SSPBT Program Review page. Keep a soft copy for your files to ensure that your work is not lost. Please contact: Stacey Cook ([cookstacey@deanza.edu](mailto:cookstacey@deanza.edu)) if you have questions about the Annual Program Review and Veronica Avila Acevedo ([avilaveronica@deanza.edu](mailto:avilaveronica@deanza.edu)) if you have questions about SSLOs and TracDat.

**Getting Started:** Review your 2013-14 Comprehensive Program Review and 2014-15 Reflection posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>

Column 1	Column 2	Column 3
<b>Information Requested for the 2015-16 SSPBT - APRU</b>	<b>Input your answers in this column. Word wrap is turned on so the box will expand with your typing. Please provide brief responses.</b> Note: Reference documents can also be attached, i.e. TracDat reports. Make sure to note the name of any reference documents in your explanations.	<b>Instructions:</b>
Program Name:	<b>(DSPS) Disability Support Programs and Services</b>	
Name(s) of the author(s) of this report:	Stacey Shears	
What is the program's 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.	

<p>Have you made any significant changes in your program based on the feedback you received from the SSPBT's review of your 2013-14 CPRU?</p>		<p>Include anything done in direct response to the SSPBT feedback on the 2013-14 CPRU.</p>
<p>Have there been any other significant changes to your program since the 2013-14 CPRU?</p>	<p>Yes, there have been significant changes to the Division since the 2013-14 CPRU. The DSPS division hired a Division dean, reconfigured spaces and merged programs. Due to a lack of sufficient space to provide testing accommodations during midterm and final examinations and the loss of three LD Specialists in the EDC Program, EDC was relocated to DSS, DHHS and Testing accommodations was moved to LCW 110. This enabled the Division to be sure it could provide federally mandated testing accommodations to more than 7 or 9 students at a time.</p> <p>The HOPE Whittier Instructional Associate resigned at the beginning of the year, the CAL, HOPE Alfred and APE Instructor retired, a captioner resigned and the DSS Testing Assistant resigned. The Division also converted five APE classified hourly positions into 1 FT permanent position and 3 permanent part time positions, maintaining only one hourly position for evening classes. The Testing assistant position was converted into an instructional associate position to more accurately reflect the work performed. A new instructional associate was hired.</p> <p>Due to the change in location of testing services we also installed camera surveillance for test proctoring. We also began hiring student note takers as either student or classified hourly employees.</p> <p>We also started scanning documents into BDMS a central electronic filing cabinet supported by the District.</p>	<p>Significant changes in: Staffing, equipment, facilities, operational costs, organizational alignment, State/Federal regulations or laws, other?</p>

	<p>Also, two tutorial assistants and the mobility services assistant retired and one resigned.</p> <p>HOPE Services has changed their service model, their clients, our students must spend a significant portion of their time out in the community so we have revamped how we offer classes to account for the rotations of students being out in the community.</p>	
<p>What Impact have these significant changes had on your program?</p>	<p>The relocation of functions and training new staff allowed us to reevaluate and update processes and procedures. Students were notified of the change in location for DHHS, LD support and Testing services. DSS and LD classified staff were cross trained so either position can help students trying to access DSS counselors and LD Specialists. With the consolidation of EDC with DSS there is not a separate EDC but there is an LD support team that is currently part of DSS. Tutoring services were not provided through the Guidance 218 and 219 classes but offered on a drop-in, group basis. Intake procedures were revised to include Clockwork. In addition, DSS faculty meetings were broadened to regularly include LD Specialists and the CAL Instructor.</p> <p>A new instructional associate was hired in January 2016. A new CAL instructor was hired in February 2016.</p> <p>Using the BDMS filing cabinet and Clockwork has helped us move toward paperless record-keeping</p>	<p>Please explain these significant impacts and how your program now operates differently.</p>
<p>What Impact have these significant changes had on your students?</p>	<p>We have had fewer students access LD support services due to the drastic reduction in staffing. We have seen an increase in the numbers of students using testing accommodations. DSS faculty and staff have learned more about LD support from close proximity to LD staff and faculty and faculty and LD</p>	<p>Please explain these significant impacts on your students including any positive or negative consequences.</p>

	<p>specialists have been more connected with DSS counselors, consulting on how best to support students.</p> <p>Changes in APE staff have allowed us to have more coverage and flexibility in schedules. Camera surveillance in our testing area has assisted us in maintaining integrity of the testing accommodations. Since installing the surveillance system, we have seen an increase in students cheating on tests.</p> <p>The turnover in staff and faculty was challenging for some of our students due to the inconsistency of their environment.</p>	
<p>Have you initiated anything new to your program since the 2013-14 CPRU?</p>	<p>Utilizing Measure C Bond money DSPS was able to purchase iPads that are being utilized in the classroom at both HOPE locations, for captioning, to assist students with assistive technology, and to monitor progress in APE. Students are utilizing various applications to assist in Mathematics, and Language Arts, registration, life skills, photography and media.</p> <p>The Division also purchased much-needed Video Magnifiers, braille displays, scanner cameras, Daisy players and digital recorders. Allowing students more accommodation choices. The new Video Magnifiers are easier to transport allowing them to be located and or moved as needed for the student.</p> <p>The CAL instructor has worked with library staff and faculty to set-up accessible stations. We have also installed two computers with scanning stations in the DSS office so students can upload their documentation to Clockwork or register for classes. DHHS initiated remote captioning for students. We've</p>	<p>This is similar to the above question about significant changes but is meant to single out any new initiatives.</p>

	<p>received positive feedback from students on how they prefer this method of receiving captioning. The Sorenson videophone was moved to LCW 110 allowing for more privacy when students make calls.</p> <p>The Division has also opened the CAL lab to all DSPS students regardless of their enrollment in SPED classes, for this reason the CAL lab needs additional staffing to support students.</p> <p>There has also been an increase in the number of students requesting evening testing and mobility services.</p>	
<p>Is there anything else the SSPBT should know about what has happened in your program since the 2013-14 CPRU?</p>	<p>Changes to the DHHS webpages include an Interpreter Open Times schedule giving students access to interpreters office time so they may have immediate access to interpreters for non-class situations.</p> <p>Due to high competition in the Silicon Valley job market and the high cost of living, recruitment for positions has been difficult. Staff turnover in the division has left students in flux until all of the positions filled. Faculty and staff have come together to support students during this time.</p> <p>The drop in enrollment has resulted in a stressful environment for classified staff. If enrollment continues to decrease there may be staffing changes/reductions throughout the District that may impact our staff.</p>	<p>Briefly described anything else the SSPBT should know about your program including any trends, future concerns, things on the horizon, etc.</p>

Are there any additions/deletions/edits to the list of common or unique services identified in your 2013-14 CPRU?	N/A	List any common or unique services provided to students. Are there any changes to that list?
Are there any changes to the common or unique service designations listed in your 2013-14 CPRU?	<p>As there are more and more educational technologies used in classes we have seen our students struggle with accessing captioned videos and utilizing the multiple formats. There is a need for additional support in our CAL lab as we open our lab to all DSPS students.</p> <p>Also, because the HTCTU is in our division and we are located in Silicon Valley we are interested in developing a certificate and even associate degree in assistive technology to help students with disabilities gain employment in the tech industry in this region of the state.</p>	Describe these changes and decisions to: Grow, Maintain, Enhance, Change Direction, Reduce, or Discontinue. Are there any changes to these designations?
List all of your current and active Student Services Learning Outcome Statements as they are numbered and recorded in your TracDat account.	Please see attachment	You may cut and paste your SSLO statements here or attach a document to this APRU and indicate its name here. Attaching a document is preferred for programs with both SLOs and SSLOs. Some programs already have their outcome statements in a separate document and/or in their TracDat Document Repository.
What is or has been the outcomes /assessment activity for 2013-14?	Please see Trac Dat	Please include everything done since the 2013-14 CPRU, including any work in progress.
Which SSLOACs were completed in 2013-14?	Please see TracDat	If any, please summarize the results, discussions, analyses, and any improvement plans that do not involve any new resources to implement.

<p>Have you identified any improvement plans for which additional resources will be needed in order to achieve a desired outcome?</p>	<p>DHHS is looking into hiring a Staff Interpreter II position to fill the vacancy created when Rose Jensen became DHHS supervisor.</p>	<p>If yes, please summarize the results, discussions, analyses, and any improvement plans that will require new resources to implement.</p>
<p>Are there any deletions/edits to the resource requests listed in your 2013-15 CPRU?</p>	<p>The division needs the following staffing:                      1-2 more classified hourly tutorial assistants or 1 FT Math Tutorial Assistant. This would provide more hours of tutoring for students predominantly in higher-level Mathematics. Possibility of offering tutoring later in the day.</p> <p>1 .5 FTE evening mobility driver to provide equal access to mobility services for evening students.</p> <p>1 Classified hourly Life Guard position for APE pool classes to provide a person with the knowledge and ability to provide CPR, and use a Defibrillator.</p> <p>Resources for professional development and team building within our Division.</p> <p>Funding for communication services (phone) to be utilized by the Division Office, DSS, and the DSS Mobility Driver</p> <p>1 FT Non-instructional faculty person to provide supplemental instruction in the CAL lab and to coordinate learning strategies that include assistive technologies with the tutorial assistants.</p>	<p>Resources include: Staffing, equipment, facilities, staff development, operational costs, other.</p>
<p>Are there any additions</p>		<p>If adding new resource requests, please provide a</p>

<p>to the resource requests listed in your 2013-14 CPRU?</p>		<p>brief explanations to the following for each new request:</p> <ol style="list-style-type: none"> <li>1. Is the request related to any of the Institutional Core Competencies?</li> <li>2. Is the request related to any of the Strategic Initiatives?</li> <li>3. Is the request related to any of the Core Values?</li> <li>4. Is the request related to any SSLO Assessment Cycle findings?</li> <li>5. Is the request related to your CPR 5-year plan?</li> <li>6. How many times has this request appeared on an APRU?</li> <li>7. Is the request related to any of the SSPBT priorities?</li> <li>8. What are the plans to assessment the effectiveness of this request if granted?</li> <li>9. Is there anything innovative, unique, or cutting edge about this request?</li> <li>10. Other information in support the resource request.</li> </ol>
<p>Specify resources received: staffing, computers, furniture, facilities, etc.</p>		<p>Describe how students, staff, faculty, the program benefitted from the resources allocated.</p>