Student Services
2008-09 Program Review
Instrument

Department or program: <u>Disability Support Services</u>

Name and title of preparer(s): <u>Kevin Glapion, Executive Head</u>

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The mission of the DSS department is to provide educational access to students with disabilities. DSS, and the SPED programs, provides comprehensive services in supporting the mission of the district- and providing equal opportunity for students with disabilities.

The DSS program provides services to the individual as well as institutional support to uphold students' legal right to a post secondary educational opportunity at our institution. Although the institution generally has the responsibility, as a whole, to meet the mandates of the law and education code requirements, the program performs an advisory role. To ensure representation throughout campus, members of the staff sit on Academic & Classified Senate, Technology Task Force, IPBT, Course Management Systems Committee, Student Services Council, SSBPT, Curriculum Committee, Facilities Team, and the Graduation Committee- among others.

We are the primary point of contact for students or staff, who have barriers or other ADA complaints. Ensuring curriculum access involves both proactively educating faculty about roles and responsibilities, and working with individual students to provide classroom accommodations. Additionally, we continue to monitor the use of electronic technology across campus, from institutional websites to on-line instruction, as it relates to compliance with the law, especially Section 508 of the Rehabilitation Act. With EDC, we offer workshops and individual consultation on "Universal Instructional Design" concepts whose intent is to reduce the need for specialized accommodation, but which also results broadly in a much more effective and flexible pedagogy for all students.

Programmatically, we are the first point of contact for students who have disability needs on campus, and we offer a one-stop institutional hub to ensure a smooth entrance, progress through, and transition from our system.

Direct Service includes:
      Development of Student Education Plans, as specified by Title V

Assesses, implements and monitors mandated educational accommodations/curriculum adaptation

Course and major advising,
Disability Management Counseling
Monitors at risk and probation students and plans interventions

Consults with instructional staff and faculty

- Quarterly start to finish priority registration w/ in DSS
- Basic financial aid assistance & liaison, including determining BOGG eligibility (A&B) and collecting documentation
- Determination of academic accommodations; their coordination and provision
- Coordination of the Student Note taking Program
- Shuttle, mobility, and escort service
- Provision of sign language interpretation and real time captioning
- Out of Class Test accommodations
- Translation of curricular materials into alternate media format and captioned video
- Alternate seating arrangements, and other specialized equipment
- Disability parking permits
- Consultation with faculty on appropriate individual academic adjustments
- Open Computer Lab with broad array of computer adaptations
- Events to promote self-advocacy, celebration of diversity and personal development such as holiday open houses, scholarship workshops, field trips to universities, graduation celebrations

Indirect Services include:
- Coordination of Department of Rehabilitation and other 3rd party vendor payees.
- Collection, analysis, verification and reporting of data elements for the State Handicapped student report for the entire SPED Division
- On-going captioning of all video materials available for student use.
- On-going captioning captioning of broadcast courses.
- College registration support for HOPE-De Anza, Middle College, College Advantage.
- Administering the Schoettler Book Scholarship Program for the District Schoettler Foundation.

Classes include:
American Sign Language—3 quarter sequence
Assistive Computer Technology-- individual, classroom, and lab instruction

We serve approximately ___ students for general services, counseling, registration and accommodation. Specific service usage, excluding counseling and advising, for Fall quarter, 2008:

Test Accommodations:	1,500 individual tests
Mobility Asst:	1375 trips

Interpreting/Captioning: 2000 classroom hours
Alternative Media: 150 books & classroom materials
Captioned Videos: 150 hours
Transcript Editing   200 hours
Live Broadcast Captioning   100 hours
New Students: 80 full intakes
CAL Lab Usage: 1, 175 Student Hours
In house Registration Inputs: 1,200
In house Add/Drop Inputs: 400
Book Scholarship Awards   100
Student Note taker Contracts 35

II. **Retention and growth.**

    A. How has the program responded to the institutional goal of increased access, growth and retention?

Retention is intrinsically associated to access for our students; DSS services must mitigate the impact of disability in an educational setting and help form the foundation on which students participate and ultimately succeed at the central learning tasks of the institution. Services/accommodations are often indispensable to retention and perseverance.

Access is regarded as physical, pedagogical, and programmatic. We therefore concern ourselves with issues as broad and overarching as a physical plan barrier removal, institutional climate and receptivity, potential bureaucratic obstacles, and electronic information access, among others. Although the institution generally has the responsibility as a whole to meet the mandates of the law and education code requirements, the program performs as advisory and sometimes monitoring role. To disability access issues are considered throughout the campus, members of the staff sit on Academic and Classified Senate, Technology Task Force, IPPT, Course Management Systems Committee, Student Service Council, SSPBT, Curriculum, Facilities, and Graduation.

    B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities</u>?

Refer to the attached Institutional Research data indicating the representation, retention, and success of targeted and non targeted groups for the Sign Language and SPED courses.

  III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

DSS along with other SPED programs is a core campus equity program. Though our focus is on issues of disability, we are also interested in ensuring that cultural, ethnic barriers are minimized. We have seen the broader acceptance in recent years of disability services

by previously under-served groups. Further, the SPED and the DSS department have been strong voices in advocating for disabled students to be considered a targeted, underserved group, as it relates to the college's strategic planning and initiatives.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

We participate in the Outreach efforts of the college as a whole, in order that prospective feeder schools have contacts and information for their special education students. In addition, we hold regularly scheduled Information Meetings 11 times yearly and do targeted outreach by regularly presenting at local Special Education high school transition events and hosting campus tours. Presently, the department outreach capabilities are being improved with the overhaul of the Division website, Disability Information Student Handbook, the DSS Faculty Resource Guide, and the creation of a new brochure- which will serve as great resources to students, faculty, the institution, as a whole, and the community.

The DSS staff serves on outside Advisory Boards for SJSU's Disability Resource Center, Sensory Access Foundation, and Transaccess. Additionally, each student receiving services in the DSS program is reviewed yearly for goal objective and progress is obtained quarterly for students enrolled in mainstream academic courses. Selected students are monitored mid-quarter for progress problems.

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Reduction in funding directly impacts student access, retention, success, and quality of services. Additional, impacts on funding are presented below in the response to part C.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Technology

Technology needs are current not being met with the present need for following captioning equipment:

Captioning Hardware (VCR/DVD/ Television/ Converter)= $9,000.00
Video Captioning Software- $7000.00
Laptops for Remote Captioning- 3 @ $1, 750= $5250.00

Staffing
Deaf Services

Presently, the capacity to serve deaf and hard hearing students has been an ongoing challenge, due to the difficulty in filling 2 vacant interpreter positions and 1 vacant captioner position.

Computer Access Lab

Further, the capacity of the CAL Assistive Technology Instructor to serve as the 508 technology officer and perform his instructional responsibilities (individual, group, and open lab in the Computer Access Lab) has been a challenge with the "defunding" of the CAL Instructional Associate position (during budget crisis, in the 2002-03 academic year) - in that he has to assume classified functions of the IA. Additionally, per Title V regulations any WSCH generating course/ lab will need an instructor or instructional associate, which meets the minimum qualifications; presently the CAL lab has a part-time, hourly IA (working 12 hours per week) - who happens to meet the minimum qualifications of a certificated Assistive Technology faculty member and had been able to provide the necessary lab coverage; however, should this IA leave this would present additional challenges.

The DSS department would be able to better address CAL instructional responsibilities and the ongoing 508 compliance issues with the reinstatement of CAL Instructional Associate position, which was "defunded" during the past fiscal crisis.

Facilities
Test Accommodation
Accommodating classroom testing continues to be a challenge with the reduction in testing space- since the fall 2005 move from Seminar Building to the SCS Building. Available spaces for testing accommodations have been reduced from 16 spaces (in the Seminar Building) to the present 4 space in the SCS Building.

Deaf Services
Presently, the Deaf Services program lack adequate office space to house interpreters and captioners. Two additional offices spaces are need; currently, one captioner is sharing office space with two other staff interpreters, and, currently, there is no available office space for the third captioner position to be hired. A captioning office set-up requires extensive hardware (television monitors, transcription equipment, and recording and playback equipment), which takes up considerable space, and due to the listening and manual transcribing responsibilities entailed in captioning/ editing, this position necessitates a private office.

      C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

The DSS program and the Special Education Division, as a whole, support learning environments, which provide equal opportunity for individuals with disabilities. Without these programs, the number of students with disabilities and their achievements would dramatically decline.

The following consequences would most likely manifest if the DSS program was eliminated:

- Numbers of students with disabilities enrolled would drop dramatically.
- Persistence of students with disabilities would drop dramatically.
- College would most likely incur discrimination complaints, OCR reviews, and ADA legal actions.
- *Adapted Physical Education would need to absorb the processing of all new students to their program.*
- Instructors would be required to provide accommodations in their classroom, make determinations regarding legal access issues and assist students without the benefit of consultation or support services.
- College would lose *substantial* income generated by the mainstream WSCH of students with disabilities, the excess cost funds generated by Title 5 categorical funding, and WSCH generated by 11 sections of sign language annually, as well as WSCH in SPED courses.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

Statewide statistics indicate that DSP&S students complete courses at a slightly higher rate than non-disabled. Typically, between 100 & 120 students complete degree, certificate and transfer requirements each spring, demonstrating the success of the DSPS program and the laudable efforts of many students to overcome the limitations of their disability to succeed.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

We are a comprehensive program that complements other services on campus, but we are cautious regarding duplication. Many of our services are absolutely unique *in the college* and are not provided in any way elsewhere—such as alternate media service, sign language interpreting, etc. While some services may appear to be similar (test accommodation and instructional testing, for example), our focus is always on the legally mandated and/or educationally required disability accommodation component.

We utilize and work collaboratively with many campus entities. In each case, we contribute and perform some unique functions, specific to our program and student needs, while coordinating closely with to ensure a seamless and efficient service. In other words, we may, in fact, perform some functions internally and refer out or coordinate with another ancillary program for others. (An example is that due to our familiarity with our students and the "one stop" concept for students with disabilities, we collect and document BOGG A and B's internally, and then send them to Financial Aid Office for processing and posting.) The primary service programs with whom we coordinate and complement services are:

- Financial Aid (for BOGG certification, FAFSA applications scholarships)

- Counseling/Matriculation (for educational planning, counseling in-service, transition planning, assessment accommodations, crisis assistance)
- Admissions and Records (for registration and cashiering functions)
- Bookstore (for DR vouchers and alternative media planning)
- A/V (for captioning needs)
- Library (for assistive technology and captioning)
- Campus Security (for disability parking and emergency needs)
- Health Services (for health intervention, respite)
- Tutorial (for subject specific tutoring)
- Instructors and Academic Divisions (accommodation and general student issues)
- College Services (barrier and physical access issues)

We work especially closely with Educational Diagnostic Center (EDC) and Adapted Physical Education (APE). With EDC, we share students with dual diagnosis, as well as both provide unique service components to the whole special education student body. EDC provides coordination of Information Meetings, LD assessment, special skills curriculum and tutoring in language and computational skills. DSS provides test accommodation, assistive technology training and access and alternate media services. Hence, our staff positions with Division-wide functions indicated, serve a large component of students not counted in our actual DSS service numbers. This approach promotes maximum staff and resource efficiency while ensuring students receive all needed services easily. For APE, we do all initial paperwork, intake, registration and orientation and provide counseling intervention, as requested.

Staff members from DSS not only serve campus-wide assisting with general campus governance issues, but they serve on numerous committees and entities specifically to represent the needs and legal rights of students with disabilities. They provide numerous outreach activities into the community at large and serve on disability-interest advisory boards. Finally, DSS joins with EDC to provide the major resource for training and in-service to faculty and staff and have taken a central role in developing SPED campus resources in the form of a WEB site, faculty and student handbooks and outreach materials, and a campus/community Advisory Board.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

DSS provides core, essential services based in federal, state law and regulation, assists the institution with financial resources by fulfilling the required state reporting function for DSP&S excess cost funds. It serves the broader institution by providing the expertise and the administration related to accommodations that the institution is legally obligated to make available, irrespective of budgetary issues or delivery structures.
Mandates: Title V, Sections 5600-56076, revised 1992; State Education code, Section 67310; California State Government Code Sections 1135-1139.5
Federal Law: Section 504, and 508 of the federal Rehabilitation Act of 1973; Americans with Disabilities Act of 1990.

- **Trends.** Describe any positive and/or negative trends in the program.

Regulation and legal precedence set through OCR and court cases continue to define and shape our program and expand the campus obligation to ensure equal access. Public expectation of equal opportunity is now firmly embedded, and disability definitions have continued to be broadened. This is demonstrated by the increasing candid willingness of individuals to identify themselves as having a disability and ask for assistance, which has driven up our service numbers and diversity, including psychological disabilities and more members from various ethnic, cultural and national backgrounds.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

Disabled Student Programs and Services (DSPS) programs are administered by the California Community College Chancellor's Office, and each of the 110 community colleges in the state of CA. offer disability support services through this program. The DSPS program authorizes the provision of support services, specialized instruction, and educational accommodations to students with disabilities, so that students with disabilities can participate fully and benefit equitably from the college experience.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

A particular strength of the DSS program is its capacity to serve the institution efficiently and in broad ways, as it relates to curriculum, college services, accessible facilities, technological access, and campus and community outreach to students with a vast array of disabilities and with diverse accommodation needs.

B. Provide a summary of the program's main areas for improvement.

A needed area of improvement is in the area of automation and being able to access important student information to make planning decisions. This capacity is limited with the present technology resources available in the office.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

The DSS program's effectiveness and efficiency is increased, as the institution, as a whole, continues to adopt the mutual responsibility in serving and considering the needs of disabled students in the following areas: curriculum, services, technology, facilities, and overall climate. As noted above, inherent to the mission of the DSS department and the mandated needs of the students, collaboration- with the greater institution- is done, as a matter of necessity.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

The services in DSS (as is the case in others areas of the campus) are extremely labor intensive; however, with the introduction of a electronic information system, the department and the campus, as whole will be able to obtain, track, and readily use information- in ways, which supports greater efficiency and productivity.

De Anza College Student Services
2008-09 Program Review Summary

Name of Program: <u>Disability Support Services</u>
Name of Preparer(s) <u>Kevin M. Glapion</u>

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	**2008-09**	**Impact of Reduction/Increase (If applicable)**
Budget Total			
A budget	1, 901,716		
B budget	230, 711		
C budget	2,627		
Strategic Planning	0	0	
DASB	11,000	11,000	Loss of Student Workers in DSS Alt. Media
Grants	0	0	
* Other	0	0	
# Staff – Total	32	32	
Classified Contract	15	15	
TEA	11	11	
Faculty	5	5	
Students	1	1	
# Students Served (unduplicated)			
# Students Served (duplicated)			
Ratio of staff to students			
WSCH			

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	Refer to Attached	Refer to Attached	Refer to Attached	Refer to Attached
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female				
Male				

*For categorical funding, please provide all information available at this time.
2/4/09