2011-12
SSPBT Annual Program Review Update

GENERAL INFORMATION

PROGRAM NAME: (Double-click in the green box to enter information)

HOPE Program, DSPS, De Anza College

NAME: Name of person or persons that completed this APRU form.

Sandi Kovach-Long, consulted Chris Magnin and Monica Sheirich

I. PROGRAM DESCRIPTION

A. What are the primary support purposes of this program? (Choose (x) all that apply)

x	Basic Skills	x	Access		Learning Resources
	Degree		Success		Academic Services
	Transfer	x	Retention	x	Personal Enrichment
	Career/Technical	x	Persistence		Student Cohort

X	Other	(Explain)	Vocational exploration and vocational skills development.

B. What is the **Mission Statement** for this program?

The mission of the HOPE/De Anza program is to provide individualized instruction and accommodations for students to recognize their role as citizens within the community including participation in vocational pursuits. Training assists individuals to develop communication skills, professional attitudes and behaviors, work skills, self-confidence, and employment strategies leading to integration within the community, supported employment and job placement.

C. How many students does this program serve? (Approx. annually unduplicated)

261

D. Identify and describe (briefly) this program's relationships and colaborations with other college programs:

Students have been encouraged to explore courses on campus and have participated in PEA and CAOS courses. DSS has assisted with registration.

IIA. PROGRAM SERVICES

Click on the "List of Services" tab at the bottom of this sheet.

IIB. SERVICE DESIGNATIONS

Click on the "Service Designations" tab at the bottom of this sheet.

III. OUTCOMES ASSESSMENT - INSTRUCTION

2011-12
SSPBT Annual Program Review Update

(Skip Section III and go to **Section IV** if there is no curriculum offered in this program)

A. Which SLO statements did you assess in 2011-12?

> We did not do a SLOAC for SPED 226 and 227 as these courses will be discontinued. SLOs for these courses were completed for previous years.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

> NA

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

> NA

D. What are your **SLOAC** plans for 2012-13?

> Complete one cycle on one of the new SPED courses.

IV. OUTCOMES ASSESSMENT - SERVICES

A. Which SSLO statements did you assess in 2011-12?

> SSLO: The student feels the services and classes provided by De Anza College have improved the quality of their vocational program at HOPE.
> SSLO: The student feels his or her ideas, questions, and concerns were addressed effectively and in a timely manner.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

> SSLO: 89% Strongly agreed and 11% agreed. SSLO: Survey of 6 questions given, combined totals = 66.25% Strongly agreed and 23.75% agreed. Students are generally happy with the services/courses and feel their needs are being met in a timely manner. There is frustration at the Parkmoor site with the volunteers and HOPE staff assisting in the computer labs due to previous elimination of a part-time instructor and reduction of Instructional Associates.

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

> At least maintain current levels of instructors/staff. Increase to previous levels to expand program.

D. What are your **SSLOAC** plans for 2012-13?

> Complete one SSLOAC, specific one to be determined.

V. CURRENT TRENDS/CHALLENGES

A. What does the near future portend for this program?

2011-12
<u>SSPBT Annual Program Review Update</u>

Santa Clara County reported for 2010-11 the following number of high school students: 765 identified as autistic, 735 identified as mentally retarded (an archaic term still in their database). This projected increase in the number of students on the autism-spectrum will impact both the HOPE-De Anza program as well as the De Anza campus. The HOPE-De Anza program is currently serving some students identified as autistic. These students have differing needs from many of the students with developmental delays currently being served. The HOPE-De Anza program is working towards addressing the national trend of providing higher education opportunities for this growing population of intellectual disabilities. Meetings held with the San Andreas Regional Center (funding/case management) found support for development of a program close to or on campus for this emerging population and a possible model to support partial funding: Transition to Campus. The new credit curriculum was developed and approved with this emerging population in mind as well as taking the existing HOPE-De Anza program forward.   However, in moving in this direction we realized that not all of our current HOPE-De Anza students are prepared to enroll in the new credit level sequence of courses. This, combined with the proposed BOGW changes could significantly reduce the number of students in this program. Failure to address the appropriate levels of educational needs of all the HOPE-De Anza students is not only a disadvantage to each student but also a disadvantage to the college and the community. It is especially important we address this challenge in tough economic times so as not to lose head count. We also have a great need to preserve our longstanding partnership with our partner agency, HOPE, and the range of students we have previously served. Non-credit courses would serve those students who are not ready for the credit curriculum as well as maintain or expand total our head count.

B. What are the challenges for this program?

Historically the HOPE program has generated a high level of WSCH with excellant retention. Changes in the criteria for BOGW (Board of Governors Grant Fee Waiver, financial aid funding) could have severe consequences on head count unless strategies are implemented. Meeting the needs of new students with autism will require innovative classroom materials. Distance Learning takes time and commitment to develop a good course, perhaps an Article 19 project. Need to maintain instructor/staff to student ratio as we have already been reduced.

C. What are the opportunities for this program?

Potentially our head count could be expanded by utilizing a combination of non-credit, credit, and Distance Learning. Starting a branch focused upon students with autism who wish to attend classes on campus. Exploring Distance Learning as an alternative for students on the autism spectrum who have social anxiety and find functioning on campus difficult or have transportation issues (potential to gain out-of-state students). Expanding to a noncredit component to augment the new curriculum. Additional funding for the division through Workability III. Could be started immediately in DSS by having counselors account for any time spent with students meeting Workability III criteria. Minimal impact upon DSS counselors for reporting as minimal paperwork required for referral. DSS would coordinate/refer to Transition to Campus.

D. Does this program anticipate rapid change, slow change, no change, or other?

Students in the current HOPE program are BOGW dependent and changes in the criteria for obtaining BOGW could potentially result in a severe and sudden reduction in head count. Noncredit curriculum would resolve this. Continued increase in the number of students with higher cognitive abilities who have autism can be served with the existing new curriculum. This would become a model for this emerging group of students: Transition to Campus

E. Are there any amendments to this program's 2008-09 Comprehensive Program Review? (CPR)

The 2 full-time IA positions and 1 part-time instructional position that were vacant continue to be vacant. The 3 sites were consolidated into 2 locations with the highest student population: Parkmoor Ave. and Alfred St. Bumping caused one IA to be placed in an "escrow" position at the Parkmoor site. A TEA was hired to help at the Alfred site but will not be able to be extended. One IA at the Alfred site is planning on retiring in the Fall, paperwork to be submitted.

F. Explain what changes or revisions you have made, if any, to your services based on results of last year's program review update (2010-11).

Approval for 6 credit courses was obtained. Currently proposing noncredit curriculum which will serve as an educational gateway for some students with substantial disabilities to move towards the credit curriculum sequence as well as maintain students who will be lost due to proposed BOGW changes. All students could benefit from the scope of subjects available through noncredit that are not available through the credit course sequence. Non-credit curriculum would maintain our partnership with HOPE and truly allow us to address the De Anza Mission.

G. Explain anything that should be known about this program that hasn't been asked.

De Anza has been partners with the agency of HOPE for 35 years. One full-time instructor is approaching retirement within the next 1-3 years. Maintaining or expanding our head count will be dependent upon available faculty. Part-time faculty or Article 19 could focus upon expanding our head count within HOPE; or with the newly approved curriculum through the courses for autistic students (Transition to Campus) and/or develop the Distance Learning component.

VI. RESOURCE REQUESTS

A. <u>Personnel Requests</u>: Please submit the **top three** personnel requests in ranked order: (If there are more than three personnel requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

<u>Program Position Priority #1:</u>(Check (x) appropriate boxes)

Faculty		Staff	x	Administration	
Full-Time	x	Part-Time		Est. Cost:	**$65,000**

Priority #1 position name:

2011-12
SSPBT Annual Program Review Update

Instructional Associate

Brief description: (new or replacement from retirement or resignation)

Maintain/expand to 12 month. The IA at the Alfred St location is going to retire in the fall, paperwork being submitted. She has been running the computer lab which has been heavily attended. She is also instrumental in implementing the cashier training for the Bike Crew. The IA also assists with the registration and extensive paperwork required of the HOPE-De Anza Program. Unfortunately she transferred into our program with a 10 month contract. During the summer we have attempted to maintain the computer lab with volunteers and it has not been successful. We would like to convert this to a 12 month position and continue it after her retirement.   Alfred St. has already lost one full-time IA, it is imperative that we not loose another and this position be retained.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

SLO: The student will identify and develop areas of vocational interest.
SLO: The student will identify and develop aptitudes that can enhance work skills.
SLO: The student will identify and demonstrate proficiency in 1 or more workplace skills related to career goals.   SLO: The student will identify one or more community resources.   SSLO: The student feels his or her ideas, questions, and concerns were addressed effectively and in a timely manner.
The computer lab is a key component supporting the Core Competencies of Information Literacy and Communication and Expression.

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

x	**Critical**		**Important**		**Nice to have**

Program Position Priority #2:(Check (x) appropriate boxes)

Faculty		Staff	x	Administration	
Full-Time	x	Part-Time		Est. Cost:	**$65,000**

Priority #2 position name:

Instructional Associate

Brief description:(new or replacement from retirement or resignation)

Replacement. The Instructional Associate position at the Parkmoor site was previously eliminated which impacted their computer lab greatly. HOPE agency staff have attempted to fill-in as volunteer staff for De Anza. This has not been satisfactory. The IA also assisted with the registration and extensive paperwork required of the HOPE-De Anza Program.

2011-12
<u>SSPBT Annual Program Review Update</u>

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

SLO: The student will identify and develop areas of vocational interest.
SLO: The student will identify and develop aptitudes that can enhance work skills.
SLO: The student will identify and demonstrate proficiency in 1 or more workplace skills related to career goals.   SLO: The student will identify one or more community resources.   SSLO: The student feels his or her ideas, questions, and concerns were addressed effectively and in a timely manner.
The computer lab is a key component supporting the Core Competencies of Information Literacy and Communication and Expression.

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

x	**Critical**		**Important**		**Nice to have**

Program Position Priority #3:(Check (x) appropriate boxes)

Faculty	x	Staff		Administration	
Full-Time	x	Part-Time		Est. Cost:	**$85,000**

Priority #3 position name:

Instructor/s.

Brief description:(new or replacement from retirement or resignation)

Replacement of previous part-time instructor and pending retirement of fulltime.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Replace and reassign the part-time faculty previously at the Parkmoor site to either expand the HOPE agency-based program, expand to Transition to Campus program (on or near campus), or Distance Learning Program.

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

x	**Critical**		**Important**		**Nice to have**

B. Equipment Requests: Please submit the top three program equipment requests in ranked order: (If there are more than three equipment requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Equipment Priority #1:

Est. Cost:

Priority #1 item name:

2011-12
<u>SSPBT Annual Program Review Update</u>

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

Program Equipment Priority #2:

Est. Cost:

Priority #2 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

Program Equipment Priority #3:

Est. Cost:

Priority #3 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

2011-12
<u>SSPBT Annual Program Review Update</u>

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	**Important**	**Nice to have**

C. <u>Facility Requests</u>: Please submit the top three facilities resource requests in ranked order:(If there are more than three facilities requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

<u>Program Facilities Priority #1</u>:

Est. Cost: **unknown**

Priority #1 project name:

Transition to Campus

Brief description:(new, remodel, relocation)

New, expansion of existing credit program. Location of room/s either on campus or near campus to support the students who have been identified as Intellectually Disabled/Autistic who want to transition to campus but do not have the basic skills and/or social understanding/behaviors to function full-time on campus. The beginning model could function in one room. The full-scope of this program would ideally need a large space that could be broken into several smaller classrooms including a computer lab and office space. A quiet place utilizing well-documented strategies that are supportive/calming would be beneficial for students with behavior/coping issues. A study area would be incorporated for completing assignments. May be able to partner with community agencies to reduce cost of room/s and augment staff. Area to meet with Distance Learning students.

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Maintain or expand total head count for program. Expand credit head count. SSLO: The student feels his/her ideas, questions, and concerns were addressed effectively and in a timely manner. SLO: Students will identify and demonstrate professional behaviors necessary to the workplace. SLO: The student will identify and develop areas of vocational interest.
SLO: The student will identify and develop aptitudes that can enhance work skills.
SLO: The student will identify the services and resources available for students with disabilities on campus. Supports ICC 1: Communication and Expression, 1A, 1B
Supports ICC 2: Information Literacy, 2B, 2E   Supports ICC 3: Physical/Mental Wellness and Personal Responsibility, 3A,3B, 3C   Supports ICC 4: Global, Cultural, Social, Environmental Awareness, 4A, 4C   Supports ICC 5: Critical Thinking, 5C, 5D, 5J
Supports the De Anza mission: "...challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders..."

2011-12
<u>SSPBT Annual Program Review Update</u>

Based on the needs of this program, check (x) whether this request is considered to be

Critical	x Important	Nice to have

Program Facilities Priority #2:

Est. Cost: [ ]

Priority #2 project name:

[ ]

Brief description:(new, remodel, relocation)

[ ]

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

[ ]

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	Important	Nice to have

Program Facilities Priority #3:

Est. Cost: [ ]

Priority #3 project name:

[ ]

Brief description:(new, remodel, relocation)

[ ]

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

[ ]

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	Important	Nice to have

D. <u>Professional Growth Resource Requests</u>: In the space below, identify any professional growth initiatives that need additional funding. Include whether the needs are related to technology (hardware/software), the discipline, legal matters, District/College operations, Research/Innovations in the classroom, office, operations, etc. (List in ranked order)

[ ]

Est cost of #1	Est cost of #2	Est cost of #3

2011-12
SSPBT Annual Program Review Update

Rationale: How will each professional growth initiative resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important" , or "Nice to have". (Check only one per request)

Professional Growth Initiative request #1:

	Critical		Important		Nice to have

Professional Growth Initiative request #2:

	Critical		Important		Nice to have

Professional Growth Initiative request #3:

	Critical		Important		Nice to have

E. Operating Resource Requests ('B' augmentations): In the space below identify any additional operational funding needs. (List in ranked order)

	Est cost of #1		Est cost of #2		Est cost of #3

Rationale: How will each additional operational resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important" , or "Nice to have". (Check only one per request)

Operational budget request #1:

	Critical		Important		Nice to have

Operational budget request #2:

	Critical		Important		Nice to have

Operational Budget request #3:

	Critical		Important		Nice to have

2011-12
<u>SSPBT Annual Program Review Update</u>

2011-12
SSPBT Annual Program Review Update

2011-12
SSPBT Annual Program Review Update

2011-12
SSPBT Annual Program Review Update