



Council for the
Advancement of
Standards in Higher Education

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Higher Education

**Disability Support Services
(DSS)**

Final Report

Presented By:
DSS Faculty
December 12th, 2022

**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for Disability Support Services consisted of 6 members. Members were recommended by the Student Development office.

Team Member Name	Team Member Title
Laureen Balducci	Dean of Counseling, DSPS, and Title IX
Esther Halwani	DSS Counselor
Anita Vazifdar	DSS Counselor
Cathy Patel	DSS Counselor
Sridevi Lakshmanan	Assistive Technology Instructor
LeeAnn Emanuel	DSS Counselor

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also

identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

Because the area of Access, Equity, Diversity, and Inclusion is inherent in what DSS does, we decided to take a closer look at that and create an inventory (which can be found in Section 5 under achievements). This list reflects years of expertise and experience in working with those, who have been marginalized and discriminated against in educational settings due to disability and intersectional affiliations. When assessing our efforts in this area, we feel that we are exceeding the expectations based on what we do and can offer in comparison with other DSPS departments across the state. Students with disabilities come to De Anza because of our comprehensive program for students with disabilities. Future areas to assess in the future include: Program and Services; Student Learning, Development, and Success; Collaboration and Communication; Technology; and Facilities and Infrastructure.

Meaningful limitations to completion of the program review:

The 3 limitations that were apparent while completing this report:

- 1) DSS Faculty didn't have the final report form until November*
- 2) DSS does NOT have a faculty coordinator to organize CAS Standard efforts*
- 3) Some sections are seemingly not applicable or there was a lot of overlap, which caused confusion when selecting an area to assess.*

Summaries

The following pages represent the Review Committee's collective responses and serves as the initial report.

Overall Section Average Scores

Section 1: Mission (2 Meets)

Section 2: Program and Services

Section 3: Student Learning, Development, and Success

Section 4: Assessment

Section 5: Access, Equity, Diversity, and Inclusion (3 Exceeds)

Section 6: Leadership, Management, and Supervision

Section 7: Human Resources

Section 8: Collaboration and Communication

Section 9: Ethics, Law and Policy

Section 10: Financial Resources

Section 11: Technology

Section 12: Facilities and Infrastructure

Section 1: Mission

CAS Section 1 Purpose Summary

The DSS Counseling team is comfortable with the mission statement. It is agreed that there are improvements that can be made. However, due to time constraints, it has not been prioritized.

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.

Section 1 Committee Summary – Average rating (2)

The mission statement is satisfactory.

Achievements

N/A

Opportunities for Growth

- Potential opportunities include adding more about student self-advocacy.
- Ensure inclusion of people with Physical, Learning, Developmental, Emotional Disabilities and Program/Service access for all individuals

Action Steps

- Creating a more inclusive mission statement to address the needs of all students with disabilities
- Form a sub-committee to enhance the mission statement to be more inclusive of all types of disabilities.

Section 2: Program and Services

CAS Section 2 Purpose Summary

Section 2 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Section 3 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 4: Assessment

CAS Section 4 Purpose Summary

Section 4 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Section 5 Committee Summary – Average rating (3)

Disability Support Program and Services does create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

DSPS does not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history; political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

DSS strives to create an inclusive environment that does not discriminate for any reason.

For this academic year 2022-2023, DSS is focusing on how the ethnic background of the students we serve is represented in comparison to the general student population. For the most part, the DSS population reflects the general De Anza College student population in terms of ethnicity. There are a couple of exceptions that reflect discrepancies related to the Asian American population, whereby the Asian American students served at DSS are at 17% and at 41% within the general student population. When looking at the Asian population results, this could possibly be a result of the stigma attached to disability identity, which may deter access to DSS services. The second significant discrepancy is related to the white population, whereby students served at DSS are at 44% and at 15% within the general student population. There are potential variables including students marking their preferred ethnicity, when they are biracial. Another variable is possibly related to the Adapted Physical Education Program (APE), as many of the students have been continuing for ten (10) years or more and may be skewing the data towards a higher percentage of white students.

Achievements:

- DSS has a welcoming office with a dedicated receptionist who knows the students and who is familiar with this student population. The reception furniture is also accessible, i.e. wheelchair access.
- The DSS office at RSS 141 is accessible and has adapted furniture—high and low chairs, both doors to the office are automated. In addition, we have sit-to-stand desks for the computers.
- All DSS offices have desks that are adaptable to students with wheelchairs and varying disabilities. DSS provides welcoming signage throughout the office
- DSS staff and faculty attend training on equity and diversity
- DSS Staff and faculty are trained on what to do with harassment and refer accordingly
- DSS at the RSS 141 and the Tutoring / Testing Center at the LCW 110 are known to be a safe spaces for DSS students.
- DSS faculty does in-reach and outreach for services on/off-campus to educate faculty and to inform groups from diverse background about DSS services and accommodations
- DSS Faculty are required to attend training related to counseling techniques and disability awareness
- DSS provides college services to all college students with disabilities and does not discriminate due to academic aptitude.
- DSS offers programs to students of different academic levels. For example, DSS provides college experiences to students in the LYCNS Program that services Post-Secondary students and at Hope Services
- DSS provides accommodations to create an equitable learning experience for students with different types of learning styles
- We have a dedicated Alternate Media Specialist, who converts books and all course material to an accessible format, including Braille
- Staff is proficient on the intersectionality of disability and other disadvantaged populations
- DSS follows a system based on institutional mandates and protocols related to bias and harassment
- All new students receive a support services resource packet of on/off-campus resources that includes mental health, housing/food insecurity; self-care; LGBTQAI+ and other affinity groups. The packet also includes tips on academic success for all types of learners. This packet is maintained by the Counseling team and is consistently updated
- Being an advocate and promoting accessibility for students with disabilities is an integral part of the DSS Counselor role. This is a prioritized job duty in DSS.
- DSS strives to teach students on how to advocate for themselves related to academic needs/access
- DSS Counselor offer professional development workshops that related to universal design, mindfulness, mental health, and disability related topics
- DSS Counselors offered student support group to help address mental health issues and to provide emotional support to help process feelings around isolation and lack of social/community engagement during the Pandemic
- For students who do not have medical access and are not able to pay out-of-pocket, DSS designed a protocol whereby the DSS Counselor conducts an interactive process to determine whether student qualifies for DSS services. DSS Counselor provides student a link to supportive resources and information to connect with appropriate providers. DSS does not turn students away for not providing the necessary documentation. In the interim, DSS Counselors will assess and provide accommodations to student for at least one quarter, until student establishes services.
- DSS has an Assistive Technology Lab that offers a variety of applications to help provide students with a variety of different learning needs, access to course material. Course material is converted by the Alternate Media Specialist into PDF, MP3, Microsoft Word, etc... In addition, at the lab at the ATC 203, students have access to a variety of assistive technologies such as screen readers ,

JAWS, Vizio Desk, Kurzweil, voice activated and note-taking applications. DSS budget includes licensures for note-taking and for other academic supportive tools.

- In addition, DSS provides 1:1 assistive technology evaluation to help assess and determine student specific learning needs and access requirements—this service is provided via Assistive Technology courses and one-on-one evaluations. For students who have various levels of learning needs, DSS offers a beginning computer course that introduces students to basic access to computers. In order to promote equity, DSS offers Universal Design and Accessibility, a 4 unit transferrable course to UC/CSU. This course also includes disability laws, guidelines, universal design framework, and Web Content Accessibility Guidelines
- Each spring quarter, DSS offers EDAC 1, a course that introduces in-coming students to the DSS community at DeAnza College. The course offers information on accommodations and other DSS procedures. This course is designed to welcome students with disabilities to the DSS community.
- Adaptive Physical Education (APE) offers an inclusive curriculum for students with physical, sensory, and mental health disabilities. APE is accessible to all students regardless of disability—goal is to support students' physical and mental health goals. APE is a service and an accommodation to DAC students and to the community, as classes can be repeated indefinitely to promote wellness
- DSS offers an accessible designated area for accommodated test taking at the LCW 110 with automated doors, adjustable desks, and computers with assistive technology. In addition, there are dedicated testing proctors who are familiar with the needs of students with disabilities. Test Proctors have established relationships with instructional faculty by providing on-going support and communication, as needed
- DSS offers note-taking strategies using technology. On a limited basis, peer note-takers are approved. DSS Counselors highly encourage students to learn how use and to access note-taking tools to help promote independence and self-advocacy. There is a dedicated note-taking specialist who is responsible for the coordination of peer notetakers in the classes.
- DSS offers an accessible designated area for tutoring at the LCW 110 with automated doors, adjustable desks. DSS provides a specialized tutoring service for both math and English where students can access tutoring support. All math tutoring is on a drop-in basis and is provided in-person or remote at this time. All English tutoring is provided for 1.5 hours per week either in-person or remote and requires an appointment
- DSS provides Deaf Hard of Hearing Services to provide access to Deaf and Hard of Hearing students. Students can request an ASL Interpreter, Captioner, or an FM System to support access to lecture, out-of-class group work and/or projects, and to other on-campus related events
- DSS Counselors meet with instructional faculty to address questions and to help mediate faculty and student concerns related to accommodations. The DSS in-reach team attends various meetings to introduce DSS services and to provide insight on the ADA, Title V, and DSS accommodations and services
- DSS provides Mobility Shuttle Services to support students, who need assistance getting to their classes in a timely manner. Mobility services is provided during graduation and other on-campus events to students with disabilities
- The Division is a member of the Association on Higher Education And Disability (AHEAD), which is a social justice orientated organization that supports students with disabilities.
- Staff attend regular training related awareness around disability and intersectionality.
- DSS strives to adhere to best practices related to race, color, disability, sex, age, culture, and staying abreast of shifting and ever-evolving inclusive language and terminology.
- Our DSPS Division is also a member of the California Association of Post-Secondary Education and Disability (CAPED). This association focuses and advocates at the State and the Federal level for laws related to post-secondary education and disability.
- DSS provides curriculum that includes the history of the disability movement
- DSS policies and procedures allow students to receive priority registration, as long as they meet the appropriate criteria to receive priority registration. This helps students work with instructors who support their learning needs

Opportunities for Growth

- Given the data, there is a significantly lower percentage of the Asian population in comparison to the general population utilizing Disability Support Services. I
- Support In-reach and Outreach to specific Asian communities to increase of awareness of services and increase potential students within this group for services
- Attend conferences on the latest information on Access and Equity for DSPS students
- Educating Instructional faculty on Universal Design Learning, which would enhance their teaching modality and improve student learning

Action Steps

- The DSPS Outreach team will introduce DSS services to various diverse groups in the community, especially Asian populations.
- In-reach and Counselors will hold workshops specifically for ISP students
- Faculty and Staff are encouraged to attend AHEAD and CAPED conferences and Workshops.
- Provide in-services on Universal Design teaching techniques through Professional Development and faculty department meetings

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

Section 6 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 7: Human Resources

CAS Section 7 Purpose Summary

Section 7 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Section 8 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

Section 9 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Section 10 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 11: Technology

CAS Section 11 Purpose Summary

Section 11 Committee Summary – Average rating

Achievements

Opportunities for Growth

Action Steps

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Section 12 Committee Summary – Average rating

Opportunities for Growth

Achievements

Action Steps