**APR Report for 2017-2018  
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| LRN SUPP Direct Support Education AS Degree and Certificate |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Vicki Jacobi |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| |  | | --- | | The Mission of the Direct Support Education Program is to prepare students for careers working with individuals with disabilities. We serve all students interested in obtaining AS degree and/or certificate in Direct Support Education. To accomplish this, we educate students in the history of disabilities, laws and documentation, assisting with safely managing medications, develop cultural competency, learn how to deal with challenging behaviors, and understand the causes and prevention of the maltreatment of people with disabilities. We value the rights of the individuals with disabilities and strive to equip current and future paraprofessionals and professionals to work in the field of disabilities. | |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| 2017-18 Direct Support instructors discussed expanding the course offerings to include 2000 level course work to include a course in Disabilities and Literature, Disabilities and Recreation, and Disabilities and Administration of Justice. The degree had been sent to the Chancellor’s Office several years ago for a program change in name to disabilities Studies however, because the program is listed under CTE, an advisory committee needed to be established and minutes are needed to support the program along with a new Labor Market research for jobs. Students in this program will have a basic understanding of disabilities and skills for entry-level positions. This program is also very beneficial for people who work with individuals with disabilities such as a special education teacher or employer who has disabled employees. Advisory committee through the CTE Committee will begin in spring 2019. |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| Goal 1—Enrollments have been increasing with three new instructors teaching the courses. The college offered all six courses last year. Enrollments has increased in all courses DS 1501 2013-14 10 to 33 2017=18; DS 1502 from 9 to 17; DS 1503 from 10 to 23; DS 1504 from 0 to 21, DS 1505 from 0 to 29 and DS 1506 from 0 to 17.  Goal 2-The numbers of students completing the courses has increased with a 78.3% average for 2016-17 to average of 93.02% for 2017-18. This is much improved from the 2013-14 year where the success rates were an average of 15%.  Goal 3- There was One SLO assessed in 1501, and 1503. No SLOs assessments in 1502, 1504, 1505 or 1506. SLO are currently not being assessed in any of the courses.  Goal 4 –Currently there is not an Assessment Plan. Goal not met. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| There needs a full reworking of this program. The PSLOs need alignment with the course level and scaffolding of the learning in each of the courses along with complimentary general education courses. There has been discussion about removing the degree and only offering the certificate. The SLOs need assessing. The ISLOs and PSLOs need mapping. This is difficult when the three faculty teaching the courses do so as adjuncts and have conflicting work schedules to meet.  Goals 1 and 3 met, evident by increasing enrollment numbers. There is a higher withdrawal rate in DS 1501, which need to be examined. We met Goal 2. Now we need to increase the number of students obtaining a degree or certificate. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| The program needs submission to the Chancellor’s Office with the revisions that were made to courses several years ago after we have information from an advisory committee.  PSLO and ISLOs need to be link to new Course SLOs. This needs to be mapped in eLumen so faculty can start to assess the changes.  There needs to be an investigation as to whether a degree in disability studies is needed or only the certificate. Most students seem to be interested in a degree to be special education teachers so they are only interested in the coursework. |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| Goal One –submit the program to the Chancellor’s Office for approval by fall 2019.  Goal Two -increase the number of students declaring the major by 10% by spring 2020.  Goal Three- increase the number of students completing the certificate by 10% by spring 2020.  Goal Four-By Fall 2019 have all CORs revised within this major.  These goals are directly related to the metrics outlined in the Strategic Action Plan. To increase the number of students declaring the major or certificates, we should explain them in each course so students understand the value of the certificate and how its relationship to employment. The advisory committee should be able to assist with the employment piece. |
| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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| n/a |

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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| Within the planning days, there needs to be specific times identified where faculty within the same program can meet to discuss the program review rather than it falling on one lead person. Once the semester starts, it is difficult to meet to discuss the issues in revising a program. |