Program: Disabled Student Programs and Services
Division: Student Services
Date: October 20, 2020
Writer(s): Himani Tiwari, MS, CRC
SLO/SAO Point-Person: Ann Hight and Madeline Wiest

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [**https://bit.ly/3fY7Ead**]

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

The Las Positas College Disabled Student Programs and Services (DSPS) program is committed to the belief that students with disabilities have a fundamental right to the same educational opportunities as their non-disabled peers. This equal access is guaranteed through the collaborative efforts of students, DSPS staff and Las Positas College faculty and staff. DSPS is committed to fostering a campus wide atmosphere of awareness, understanding and commitment to an inclusive learning environment. A program review was not completed for Academic year 2018-2019, as it was a time of significantly short staffing due to turnover at the DSPS office. The accomplishments noted below are therefore not based on the previous year's plans. Academic year 2019-2020 has been a period of significant changes, transitions and developments for the DSPS office. Some of the achievements and accomplishments of the office during this unprecedented year are as follows:

Recruitment: One of the top priorities of the DSPS office was to fill the vacant positions and meet the staffing needs of the office to be able to continue to service students' academic accommodation and access related needs. Accordingly, in Feb 2020, the Director of DSPS and a part-time adjunct DSPS counselor were hired. In Aug 2020, a Full-Time DSPS counselor was also hired. Despite the COVID-19 related hiring freeze the college was able to get approval to proceed with filling one of the two open FT counselor positions. One FT DSPS counselor position remains vacant due to the district hiring freeze.

Outreach: Despite staffing limitations and restrictions with in-person outreach, the DSPS office reached out to new students through various events: For example:

- In-person presentations to Pleasanton Unified School District Seniors and Juniors visiting the campus in early Spring 2020
- Participation in the Spring 2020 Student Services Resource Fair
- Online Presentation at Veteran's First, Gateway 12 program to welcome and inform veterans and their families about DSPS services and supports
- Online Presentations to students enrolled in EOPS and Puente programs
- Classroom presentations (via conferzoom) to new students, per faculty invitations.
- Presentations at New Faculty Orientations to inform them about the college's commitment and legal obligation to provide full access and opportunities to students with disabilities and the role of the Disability Resource center in helping fulfill this commitment.

Transition to Online Supports:
In March of 2020, due to COVID-19 related state and city ordinances the college had to move all instruction online at short notice. The DSPS staff and faculty participated in relevant professional development and trainings on Canvas, Zoom, ConferZoom and Cranium Café and Adobe etc., to adapt and continue offering services remotely and seamlessly. The DSPS procedures, protocols and web-pages were revised and updated. Email communication was sent out to inform students and faculty on how to access DSPS supports and services in the remote environment. As certain testing related academic accommodations such as extended time on tests, needed to be now provided directly by the faculty, staff worked in collaboration with the Distance Education program to train and support faculty with learning and adapting to the new process. The DSPS web-page was updated with online fillable forms, protocols, procedures and COVID-19 related student resources.

Fall 2020 Partial Opening of the DSPS Office:
To address the academic accommodation needs of students attending hard to convert classes on campus and to address any academic accommodation needs (other than counseling) that may not be feasible to address online, the DSPS office partially opened on campus in Aug 2020. The DSPS office is open (by appointment only) from Mon- Friday from 9.00 am to 1.00 pm. All protocols and procedures were reviewed and continue to be revised to conform to county issued safety standards and protocols.

Professional Development and Ongoing Trainings:
All DSPS staff and faculty have been engaged in ongoing professional development and trainings despite COVID-19 related challenges. Faculty and staff participated in training specific to their work domains. Some examples of professional development activities included: Flex day webinars, College Day presentations and division meetings, National Voter Registration Act webinar, Assistive Technology Preconference, etc. Being new, the Director also attended the New Director's Training and the Admin 101 training offered by ACCCA. To ensure compliance while adapting to meet student needs remotely due to COVID-19, DSPS personnel learned how to use Zoom, Conferzoom, Cranium Café and Adobe Acrobat.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Academic year 2019-2020 was a period of challenges and transitions for the DSPS office. Below are some of the areas where the challenges and transitions were most significant:

1. **Staffing:** At the beginning of Fall of 2019, the DSPS office found itself with the following vacant positions:
   - Director of DSPS: Filled Spring 2020
   - Adjunct DSPS counselor: Filled Spring 2020
   - 2.0 FTE counselors: 1 Filled in Fall 2020, 1 remains vacant due to the district's hiring freeze.

2. **COVID-19 related procedural changes:** Procedures, protocols and the DSPS web page had to be revised and updated to offer entirely online services in Spring 2020 and then a hybrid option with the partial opening of the office in Fall 2020 with ongoing online supports. Students and faculty had to be informed of these changes and supported in adjusting to these changes in accessing DSPS services. DSPS staff helped faculty learn how to offer some of the testing accommodations that were previously offered through the DSPS office, online. DSPS staff had to adapt the process of scheduling interpreters for students with hearing disabilities and individualize it based on whether the classes they were enrolled in were being offered synchronously, asynchronously, needed closed or live captioning. DSPS staff and the Distance Education staff collaborated in helping faculty learn the options on how to make their online courses accessible for students with disabilities.

   One of the challenges faced not only by students with disabilities was the use of technology such as Proctorio for online proctoring of tests and exams. Use of Proctorio has been noted to not only raise equity concerns, but cause increased anxiety and challenges for students with disabilities. Customized Proctorio setting, alternative technological solutions and individualized strategies and options continue to be explored to address these concerns.

3. **Addressing COVID-19 related Student Challenges**: Students had to cope with a lot of challenges due to COVID-19. Such as:
   - Students were forced to transition to online instruction in Spring of 2020 which may not have been their preferred method of learning.
   - Some students were unprepared and did not have needed resources such as a laptop, internet connection or the confidence to learn and work with technology which was needed to participate fully in online instruction.
   - Some students also had to support their kids with home schooling, deal with their own loss of employment or had to study and work from home. Students struggled with finding privacy and supporting their families through hardships imposed by the pandemic

   These challenges were especially hard for students who also had socio- economic challenges and disabilities. Some DSPS students expressed increased anxiety and stress and chose either not to enroll in classes, take a reduced course-load or withdraw from courses when they felt overwhelmed. These challenges imposed by the pandemic are

anticipated to have impacts not only on students' graduation timelines, but also in some cases on their confidence and motivation to continue their education.

The DSPS staff has been available to help students cope with these challenges. Some of the supports provided included, ongoing Guidance and Counseling, updating student's academic accommodation plans and educational plans in light of their COVID-19 related challenges. The whole range of DSPS services is made available online to allow seamless supports. The DSPS office partially re-opened in Fall on an appointment basis, to address needs of students in face to face classes and to offer supports that may not be feasible remotely. The DSPS web-page was updated with online resources to address COVID-19 related student needs, such as resources on learning how to succeed in online instruction, assistance with obtaining needed technology, information on mental health resources, computer center supports and online tutoring services etc. DSPS helped students obtain needed technology such as loaned computers and wi-fi hot spots from the college. DSPS team also helped coordinate referrals to the Health center to facilitate mental health supports.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

C. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

The following trends were identified and noted from the DSPS Institutional Research data packet. These trends are important as they reflect data that will impact important college-wide planning and outreach efforts. Additionally, these data are important to consider for staffing decisions as the program continues to grow.

1. **Enrollment:** The Disabled Student Programs and Services (DSPS) enrollment data shows consistent increase in enrollment between Fall 2015 and Fall 2018, with a slight decrease from a headcount of 814 in Fall 2018 to 805 students in Fall 2019.

2. **Age distribution:** The number of students under 20 years old continues to be the largest single segment of the DSPS student population at 31%. This trend remains consistent year-over-year. Additionally, 84% of the DSPS population is under 30 years old.
3. **First time Students:** The percentage of DSPS students identified as first-time college attending students at Las Positas College has ranged from a low of 15% in 2015 to a high of 18% in Fall 2019. The majority of DSPS students are classified as continuing students (72%).

4. **Educational Goals:** Approximately two-thirds of DSPS students during the period of 2015-2019 identified their educational goal as "Transfer" (w/ or w/o AA/AS degree) while slightly less than 15% identified as other, undecided and unknown.

5. **Course Success Rates:** Academically, DSPS students are achieving course success rates at 68%, earning grades of A, B, C and P. Additionally, DSPS student Course non-success rate has been between 14% to 15% between Fall 2017- Fall 2019. Withdrawal rates from courses have ranged between 15%-17% between Fall 2018- Fall 2019. It is to be noted however that DSPS students may take longer to complete their educational goal, on average, because they tend to carry lower per semester unit-loads. In Fall 2019, 69% of DSPS students were enrolled as part-time students.

6. **Withdrawal Rates:** While the overall DSPS student withdrawal rate is 17%, withdrawal rates from Distance Education (DE) courses for DSPS students is higher and was as high as 30% in 2015 and 27% in Fall 2017. In Fall 2019 withdrawal rates were 21%, which is a slight increase from Fall 2018 when it was 19%.

   Due to COVID-19 related challenges withdrawal rates are anticipated to be much higher in Spring 2020 and Fall 2020 as both faculty and students had to adapt to online instruction, with little preparation and notice.

DSPS enrollment Vs general Student Enrollment by Ethnicity:
In reviewing data from Data Mart and comparing DSPS enrollment vs general student enrollment at LPC by ethnicity for academic year 2019-2020, it was noted that while the student enrollment at LPC as compared to representation in DSPS was mostly proportional for most ethnicities, the enrollment of the following ethnic minorities in DSPS were an exception:

1. African american students represented 3.7% of LPC enrollment in AY 2019-2020, while, their DSPS enrollment was **significantly highe**r at 6.6%.

2. In contrast, the following ethnicities show **significantly lower** representation among DSPS enrollments, when compared to general LPC enrollment:
Asians: 19.8 % LPC vs 10.5% DSPS,
Filipino 4.5% LPC vs 1.65 % DSPS and
Pacific islander 1.1 % LPC vs 0.4%.

While the reasons for this discrepancy is not clear, and may be attributed to multiple, complex factors, the information is of interest as it may help guide equity focused outreach and coordination of supports that are individualized to meet the diverse needs of students.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://bit.ly/2LqPxOW

X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. **Filling the vacant FT counselor position:** DSPS Counseling, constitutes one of the primary and most important services offered by the program to help students with disabilities, have equal access. The need for increased counselor positions has been continually identified by the program since before 2017. DSPS will strive to fill as soon as feasible, the vacant 1.0 FTE DSPS counselor position which is currently vacant due to the hiring freeze.

2. **Adapting to remote and social distanced Service delivery:**

   a) **Technology needs**: Transition to online instruction has led to an increased demand for technological solutions and use of programs such as Conferzoom, Cranium Café and DocuSign. This has created a need for ongoing training needs for both staff offering services and the students accessing DSPS supports. Some of the currently used technology options such as Proctorio used for online proctoring of tests, is presenting with equity related issues. DSPS needs to continue to partner with IT and Distance Education staff to address the emerging technology issues and explore better technological alternatives and solutions.

   b) **Captioning of Video content:** A recent memo from the Chancellor's office noted that requests for captioning of video content due to online instruction have increased by 450% in California community colleges during the pandemic. DSPS and Distance Education staff will have to collaborate to explore and maximize resources available and develop a method to strategize and meet increased needs with available resources.

   c) **Web-Page resources and accessibility:** Due to the Pandemic it has become increasingly important that the DSPS web page is accessible, updated continually and offers relevant resources and guidance for students and faculty.

   d) **Ongoing outreach in the Remote Environment:** The DSPS team will continue to collaborate with the Outreach specialist, Middle college coordinator, Special education

teachers in the local High Schools and other feeder community programs to outreach to prospective students.

3. Program Compliance with a focus on Alternate Media Tracking:

The Sep- Oct 2020 New Director's Training for DSPS administrators suggested that colleges must follow processes and timelines specifically for Alternative Media production requests.
Some of the best practices noted included:
• Offering students with a process to submit requests and assistance with alternative media;
• A mechanism to send student reminders regarding alternative media four weeks prior to classes beginning;
• Honor the delivery timelines that are defined as such;
o Standard Delivery Time: Applies if the request is submitted 3-weeks prior to the start of class,
o Rolling Production: Applies when only sections of the book are produced based on their use in class per the course syllabus. Sections are produced throughout the year based on need,
o Specialized Text: Applies to math, science, foreign language and other subjects that may take longer to produce. Local DSPS offices will turn around requests for specialized textbooks as soon as possible.
• Local DSPS programs need to capture the following data each semester:
o The date students were notified about Alt Media timelines and expectations
o The date the student Alt Media requests are received
o The date students are notified of receipt of the alternative media requests
o The projected completion date of the project (based on timeline definitions)
o The date students are notified of completion of the alternative media request
o The type of source material the student received.

LPCs current Alt Media request processes will be reviewed and revised to implement the best practices and tracking guidelines listed above.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

- DSPS serves a diverse range of students and is committed to helping them have equal access to all college experiences by facilitating an inclusive learning environment. Students with disabilities from varying socio-economic backgrounds, age groups, ethnicities, gender and sexual orientation are served by the program. The DSPS program is continually engaging in outreach to students and faculty to informs them of the services and supports available through the program. In the last academic year presentations were made for students at the Veteran's first Gateway 12 program, to EOPS students and Puente students. DSPS also reached out to the Umoja program coordinator to offer a presentation to students.   **B.**
- Review of data shows that percentage of Asian, Philipino and Pacific islander students at DSPS is much lower as compared to their representation at LPC. DSPS will make efforts to better understand the cause for this discrepancy and address it as necessary.
- DSPS conducts in-reach to enroll diverse students with disabilities from LPC programs such as Veteran's Frist, EOPS, Umoja and Puente', but also refers active students at DSPS to LPC programs and learning communities that they may benefit from. DSPS works closely with the Health center to address student's counseling and mental health related needs. DSPS Director participates in the ongoing BIRT meetings to foster effective collaboration with all members of the BIRT team.
- DSPS staff and faculty participates in professional development opportunities offered by the college to increase their skills and competence in providing services that equitably address the diverse needs of our students. Some examples of these include: A Call to Action webinar by the Chancellor's office, attending the President's Guest Speaker series: Why race and culture matters; participation in the president's Task force: Call to Action meetings etc.

  DSPS staff and faculty are committed to creating an equity based inclusive learning environment for all students with disabilities.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B1 and B2: N/A

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. **In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

> **SAO # 3.**
>   Upon completion of the student's interaction with DSPS, the student should be able to make effective use of the accommodations to support their educational experience.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

> The DSPS office staff will collaboratively develop surveys and evaluation methods to assess student progress on the identified SAO. The plan is to start administering the surveys in Spring 2021. The DSPS Director will collaborate with the DSPS staff and counselors to develop the surveys and to determine the best timelines and procedures to administer the surveys. Below is the tentative strategy:
> 1. A Survey would be developed to gather the student's baseline when they apply for services. The student will be asked to complete a survey prior to their intake appointment with a counselor.
> 2. A follow up survey will be completed by the student after the completion of the student's intake appointment and introduction to all DSPS staff, services and procedures
> 3. **Another survey may be developed to obtain faculty assessment of how prepared the students with disabilities in their classes were, in accessing approved academic accommodations for the classes they taught.**

B3c.

When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

> Data collection will begin in Spring 2021 and continue every semester until Fall 2022. Data collected will be discussed in the AY 2020-2021 program review report and the final closing of the loop analysis will be presented in the Fall of 2021-2022 program review report.