

DSPS Program Review Reflection Questions (2019-20)

The college has chosen the current year to be a year of reflection- and departure from the program review instrument and specific form of program evaluation of many years. The scope of inquiry and evaluation should include (using the past instrument) many more program areas and levels of observation; however, currently, the reporting of data and information is related (constricted) to the concise reflection responses. DSPS Division as like all Student Services are in transition in regards to the metrics (and instruments) that will be used to collect and analyze data, but below represents responses to the reflection items that stemmed from structured discussions, meetings, and institutional and CCC Chancellor Office data sources. Data is presented to the extent the questions provide a place for the data. The Division looks to join all other student services programs in the adoption of new instrument and methods of data collection, evaluation, verification, discussion, decision-making, and implementation.

Student Services has decided to overlap the periods of evaluation with the new approach beginning and overlapping the reflection period- so Division awaits introduction and training on the new instrument focus (of program evaluation) and methodology. The nature of the new program evaluation process is outstanding and to be determined. **Also, the primary and intended focus in this reflection is the 2019-20 academic year not representing the expanse of change during the current academic year.**

1. Overview: Assess program, services, division during the 2019-20 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.

Among the challenges of the 2019-20 year was the Division developing a remote academic service environment across all program direct service areas and in instructional areas. Accomplishments include the development of a digital/online service platform across many services and service areas in the program.

DSPS counselors had to develop competencies in using videoconferencing software, conducting intakes, general appointments, and effectively meet with students in a remote format.

In DSPS instructional areas, learning management systems were not used universally in curriculum across the division, but at the end of 2019-20 academic year were implemented. Division faculty trained to meet the emergency standards for Canvas competencies.

Challenges included DSPS counselors having to teach students how to engage in online instruction, meeting the wide curriculum and assessment requirements, as well as teach students how to use their accommodations in a new way.

Counselors also had to promote the benefits of specialized DSPS courses in an online format. An ongoing challenge was accessibility of online counseling sessions as well as accessibility and accommodations issues in the classroom. Central to our service model in the winter and spring 2020 focused on how will students learn effectively and how will accessible testing take place.

During the pandemic period of the 2019-20 academic year, DSPS counselors also had to embrace the responsibility to work with a student population experiencing a great deal of anxiety, loss, and isolation. During the early stages of the pandemic, DSPS counselors developed online community and a weekly support group (in the spring 2020 quarter).

At the on start of the Covid period, APE instructors were tasked with how to teach physical education to a largely older population with technology- challenges; instructors have had to develop effective ways of teaching health benefits and compliance to an adapted physical education program. DSPS counselors were primary in efforts to increase APE enrollment.

The pandemic period of 2019-20 (beginning in March 2020) greatly overshadowed all other aspects of the year, which included adapted DSPS curriculum. Challenges included making adaptations that facilitated effective instruction, student learning, engagement, accommodations, and retention. DSPS had to also develop effective enrollment procedures to ensure special class enrollment.

Challenges and accomplishments were witnessed in the test proctoring area with a greater use of the Clockwork Test Proctoring functions. During the 2019-20 academic year, students began scheduling their testing appointments online in Clockwork- a change from in person scheduling.

Test proctoring also began using proctoring software to assist faculty meet test security as well as engage faculty in a proctoring role. Faculty has worked with different learning management systems with some challenges in extending additional time to DSPS students. This will be ongoing issue of meeting the accommodation needs of students, and how the department can ensure accommodations are met. The pandemic has brought changes in how faculty have changed their approach to testing, which in many ways, aligns with a universal design approach.

Note-taking procedures were adapted for online service request as well as delineating the process for synchronous and asynchronous classroom environments.

The DSPS registration process moved to students completing the process more independently using a web-based form to complete their DSPS registration process. However, the registration process remains labor intensive requiring counselor interaction to ensure students are meeting the criteria for priority registration. Note: outside the time range of this program reflection, student also moved in the winter 2021 to forwarding their approved accommodations to their instructors online.

The DSPS Division met challenges related to staff development, which included the transfer of a full-time DSPS counselor in the winter 2020 from Foothill College to De Anza, and the hiring of a full-time DSPS counselor in the spring 2020. Note: in the summer 2019 the program experienced the departure of 2 tenure track faculty: 1 LD specialist and 1 DSPS counselor.

Additionally, a challenge resulting in an accomplishment has been the support of the tenure process of five DSPS faculty through the Division adopting evaluation procedures, supporting professional development, and meeting the requirements in a remote assessment process. Two of the five faculty received tenure in 2019-20 and a third faculty member received tenure in 2020-21 academic year.

In June 2020, the Dean of DSPS role was expanded to include oversight over the counseling division.

Also, during the spring 2020, the DSPS Tutoring Center also developed an online platform for math and English tutoring.

APE Perspective

One of Adapted Physical Education's (APE's) 2019-2020 accomplishments was receiving the 2020 Equity Champion Award recognized by the Equity Action Council. This was a rewarding recognition of all the hard work demonstrated from our staff and faculty over the last several years.

The biggest challenge and accomplishment for students and staff was transitioning from face-to-face to online education. As a department, we had very little time to learn Canvas and Zoom between winter and spring of 2020. With great department and division teamwork, we were able to successfully implement the online education skills to not only teach effectively, but also help students adapt to this new online format. Though we lost some enrollment through the process, we were able to retain enough students to keep our program viable.

Hope Alfred and Whittier Perspective

The De Anza Program at both the Hope Alfred Street and Whittier sites continue to do well despite overcoming the challenges presented by the pandemic. We were able to successfully transition the majority of our students from, "YouTube" to our own website, "deanzahope.com" and then from there add a one button touchscreen to our Zoom classroom. Hope and De Anza staff also helped to provide students access to classes by going out to the student homes and giving out iPads to those students in need.

The transition to remote work took a tremendous amount of time, energy, creativity and a lot of teamwork. Our student population only had familiarity with YouTube and so that is how we

initially got our students attending class. We sent out a note with registration papers the day after spring break to explain that we were offering classes on YouTube and showed them what to type to get to our site. The De Anza faculty and staff spent hours loading up educational videos for students to watch (During spring break) as the Hope program initially was only able to mail out handouts to give to their clients. It took Hope four months before they were able to offer their clients ZOOM classes. We were able to start ZOOM classes for our students within 6 weeks of starting the spring quarter.

Both Hope instructors became Canvas certified users during the pandemic and have both uploaded shared curriculum that Hope students can access 24 hours per day which include daily lesson plans, homework, inspirational videos and mindfulness meditations.

2. Describe how program plans were met, including evidence that illustrate how these program plans were met.

Program administration developed the state DSPS Plan in the spring of 2019. The plan is developed to relate resources, program operations, service effectiveness, compliance to DSPS Title V standards, and DSPS expenditures. Refer to the DSPS plan.

APE Perspective

One of the biggest ongoing program plans is to increase our enrollment. We unfortunately lost some enrollment since our online transition. However, we have managed to slowly bring former students back as they become more familiar with the technology and navigation skills that are necessary to participate in our classes.

Our APE team has also been very active in student outreach, which has brought in a few new students that continue to repeat our classes.

Our outreach efforts are always something we look to expand on. Based on what we hear from other CCC APE programs, our program is holding up well.

Hope Alfred and Whittier Perspective

The De Anza Program continuing at the current Hope Alfred Street address remains tenuous for at least one more year as a new owner has purchased the entire building for a Mosque and “possible” future school. However, at this point, Hope is being allowed to continue to rent out a smaller portion of the building and since the Pandemic occurred, there is no rush for Hope to look at renting a larger space for more money until everyone comes back to work and it becomes a more viable option. De Anza has lost important classroom space and privacy due to this transition and Hope management has agreed to relook at all of their existing space in the building that is currently not being used to create better classroom space for our program. During our last Program review we discussed possibly leasing space at Hope’s Mountain View site which we will continue to consider as a possible option.

We have been authorized to purchase 12 new student computers and tables for both the Whittier and Hope Alfred Street sites. Due to the pandemic, we have had to change our order from all desktop computers to include half of our order being laptops so that students are able to safely practice social distancing requirements while in a larger classroom area when we return back to the classroom. We were also asking for 2 SMART TV's and now we are requesting 6 in total due to the amount of space needed to provide instruction to smaller groups of students in different areas of the buildings we are housed in due to social distancing requirements.

We are currently in the process of purchasing a large bundle of computer training curriculum (5 programs) through the Aztec company which will allow our adult students to learn as a group or on an individualized basis and will keep track of their progress in basic reading, writing and math skills, independent living skills and vocational preparation and employability skills. We can start using the program immediately once we upload it into Canvas.

3. Describe your experience related to transition of remote work, including online services, instruction, and supporting students offsite during the pandemic.

As related extensively above, the program has adapted to models of counseling and specialized instruction and tutoring to meet the demands of the varied settings for academic learning. Students have been supported with diverse forms of instruction in the Learning Strategy courses, EDAC/Assistive Technology courses, and in the APE exercise courses. Counselors have worked across the curriculum to ensure classroom and pedagogical access that ensures equitable learning environments for students with diverse disabilities.

Online education resources and workshops have helped the faculty and staff learn how to use the tools that were new to us at the time. Being that our classes were only run face-to-face, we had limited knowledge on the programs and platforms we would soon be using. Once the department became more proficient in these areas, we were then more helpful in assisting our students who were struggling with similar issues.

It's important to note that a lot of effort was put toward our staff helping students individually on the various unique needs they may require in terms of having the proper technology and knowledge to successfully enroll and participate in class.

APE Perspective

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Hope Alfred and Whittier Perspective

Refer to response above for first reflection question.

4. Describe how Student Equity goals were met and any improvements that were made. Include evidence that illustrate how goals were met using institutional data. Refer to equity website

The equity outcomes for the DSPS program is represented in the De Anza College institutional research for the 2019-20 academic year. Below data is presented representing the performance outcomes (e.g., success rates) in EWRT 1A by ethnicity within the De Anza DSPS program population.

EWRT 1A Success Rate for the 2019-20 Academic Year for DSPS Students

Ethnicity	Enrollment	Success Rate	Ethnicity Equity Gap
African Americans	15	60%	14%
Asian	23	61.8%	12.2%
Latinx	47	55%	19%
Filipino	3	60%	14%
Native Americans	1	50%	24%
White	65	74%	N/A
Total	154	63.1	9%

For EWRT 1A the success rate- over the 3 academic quarters in 2019-20-demonstrates a success rate of 63.1% for all DSPS students compared to a 73.9% success rate for the college, as a whole. Regarding EWRT 1A success rates, a large equity gap existed between DSPS students and the general student population in the 2019-20 academic year. The success rate for DSPS African American students, Asian American, and Filipino students was relatively the same (refer to chart)- but a large equity gap existed in the EWRT 1A outcomes between these ethnic groups and white students (N=65, 74%). There was also significant gap in the performance of white students and Native Americans and Filipino; however, the EWRT 1A enrollment sample for these two ethnic groups combined was small (N=4).

DSPS Course Outcomes for the Two EWRT 1A Stretch Module

Institution data demonstrates that 21 DSPS students in the 2019-20 three (3) quarter academic year enrolled in EWRT 1A two-quarter stretch courses (EWRT 1AS and EWRT 1AT). The success rates for the two quarter- stretch model was considerably higher at 71.4% compared to the success rate of 63% for students enrolling in the EWRT 1A stand alone, one quarter course. These outcomes suggest further exploration of how the stretch model supports successful outcomes for DSPS students completing transfer- level English Writing and Reading.

Further, analysis demonstrates that the success rate for the first quarter of the EWRT 1AS course is lower at 61.5% compared to the success rate in the second quarter EWRT 1AT at 87.5%.

DSPS Course Outcomes for Transfer Level-Math Courses

DSPS students across all transfer- level math courses excluding pre-calculus and higher-level, advance math courses was 67.9% compared to the college success rate of 69.3%

Chancellor Office data on the proportional enrollment (percentage of the overall population) by ethnicity of De Anza DSPS Students and the 3 Year Change Rate

Ethnicity	Ethnic Percentage in De Anza DSPS Program 2017-2018	Ethnic Percentage in De Anza DSPS Program 2018-2019	Ethnic Percentage in De Anza DSPS Program 2019-2020
African American	2.0%	3.95%	4.15%
Asian Americans	9.2%	22.38%	20.89%
Filipino	1.74%	2.27%	2.65%
Latinx	18.96%	25.26%	25.32%
Unknown/ Non-Respondent	4.08%	2.36%	3.15%
White	41.62%	37.34%	36.77%

The three-year analysis of CCC Chancellor's office data by ethnicity demonstrates significant changes in the proportional percentage increase in African American students (+2.15%), Asian American students (+11.69%), Latinx (+6.36%), and the proportional decrease of students identifying as White (-4.85%).

To support the equity goals of the department, the college, and DSPS students, the DSPS program has offered a curriculum-based Universal Design (EDAC 20) course as well as college-wide presentation on Universal Design through the De Anza College Professional Faculty and Staff Development office. As noted above, the Adapted Physical Education program was honored for their equity efforts by the college, as a recipient of the college's Equity Champion Award.

APE Perspective

When it comes to equity for our students, we want to ensure the students have what they need in order to succeed. For our program, student access to physical education equipment is essential for students to reach their goals.

Since the pandemic, it was our goal to keep students physically active and do the best with our limited resources. We have successfully run classes without having the basic exercise equipment available that students previously had access to on campus. Our classes have also been successful in terms of student attendance and participation.

Many students have been in our program for several years and have formed lasting relationships. The social-engagement between students, staff, and faculty has been very positive. The pandemic has caused a certain level of social isolation for everyone, and our classes have served as an outlet for student interaction. This has been mentioned in student testimonials as an important part of why they continue to enroll and participate in our online group exercise setting.

Hope Alfred and Whittier Perspective

Refer to response above for first reflection question.

5. Describe the impact of the 2020 pandemic and all of the associated events have had on the students served by the program. Share what the program review data reveals about the corresponding impacts of the current circumstances.

The program has witnessed a slight enrollment decline, based on CCC Data Mart statistics and De Anza institutional data, in regards to the total number students served in the DSPS program in 2019-20 academic year.

Importantly, students have demonstrated a capacity to learn and persevere. Using De Anza's disproportionate impact analysis for targeted student populations, students with disabilities during the program review period had an overall course success rate of 82%, which is 2% above the institutional rate, as a whole. Though for DSPS students, course outcome gaps (deficits) are present in Math and EWRT transfer-level courses (refer to data above), in comparison to the general student population, students with disabilities are outperforming the general student population in course outcomes across all curriculum.

Many of the academically motivated students engaged well and embraced the online, DSPS direct service platform; DSPS student engagement is reflected also in the probation numbers, which are very low for DSPS students. Also, students using paratransit were not posed with the cost barriers of having to come to campus for appointments. Practical approaches to meet

students were available with scheduling Zoom meetings for concise appointments to review material.

Aside from students using paratransit, most student do not live near campus, many commute from various areas of San Jose, so the online meeting platform lowered transportation/commute issues and provided appointment availability, in instances, when on campus appointments would have involved substantial time and costs involved in traveling.

Student appeared prepared for their appointments, because, with the online platform, students possessed access to all of their personal records on their personal computer as well as the ability to share documents, forward links, and review, copy, digitally edit PDF documents in an efficient and comprehensive manner.

Covid-era has also provided opportunities to meet with faculty from institutions where students are seeking to transfer as well as joint meetings with students and therapist and independent service workers to ensure that support was effective and appropriate in serving the student.

However, many students, faculty, and staff relate the importance of community and the strong student- staff connection that occurs during in-person services. Overall, the pandemic has created additional platforms to serve students.

Noteworthy, there has been a enrollment decline in the division special courses which requires further understanding of the factors reducing enrollment.

APE Perspective

The overall impact of the 2020 pandemic and its associated events took a toll on many of our students. Not only was/is COVID-19 very frightening (especially given the health concerns of many of our students which can make them more vulnerable); there were a lot of social issues and a presidential election that seemed to be wearing on our students as well.

Hope Alfred and Whittier Perspective

Unfortunately, the population of students that we serve, “the intellectually and developmentally disabled adults,” are still a segregated population. The time spent away from their friends, faculty and staff further isolates them. We have seen an increase in anxiety and depression with our students and one psychiatric hospitalization.

Despite giving students ten to fifteen minutes of discussion time at the beginning of each class, there is still a need and desire for students to spend more time with their friends and new acquaintances which our current online classes are not able to afford them. So, based on perceived need, both De Anza faculty at the two Hope sites have agreed that starting spring 2021 quarter they will be adding a new once a week social skills evening class specifically

designed for students to be able to talk freely with their friends and learn how to make new acquaintances. The new class will be offered on Wednesdays from four to seven p.m.

6. Describe resource needs based on current programs and services to effectively and efficiently serve students.

On a foundational level, post-pandemic, the program will need to explore and adapt to the necessary resources as it relates to the aligning with county, state, and national public health guidelines and safety precaution. The DSPS program serves a clinical population with many diverse disabilities and health issues (varying levels of immuno-deficiency), It will be important to evaluate how these population(s) can be accommodated and served in counseling sessions, DSPS service areas, and in classrooms safely and effectively.

Safe office space and protocols will be important in determining the risk level and well-being of staff (and their families) as well as the students. With campus directives and better determination of the likely tier- level, the department will be able plan more directly to meet the post-pandemic campus service demands.

Particular, not clear is how counseling functions can be performed in the office space confines with both student and counselor present and the capacity to communicate effected with face coverings. Resource needs will be further examined throughout remainder of the year and at the Division and college level.

Adapted Physical Education Perspective

The online education training resources were very useful in getting us as a department up to speed with Canvas and Zoom. Because of these resources we were then able to more conveniently and efficiently walk our students through certain issues that may have popped up. The online education training continues to be beneficial for our department staff and the students.

Hope Alfred and Whittier Perspective

Due to the pandemic, we have had to change our order from all desktop computers to include half of our order being laptops so that students are able to safely practice social distancing requirements while in a larger classroom area when we return back to the classroom. We were also asking for 2 SMART TV's and now we are requesting 6 in total due to the amount of space needed to provide instruction to smaller groups of students in different areas of the buildings we are housed in due to social distancing

The faculty and staff at both Hope sites will be offering a new evening social skills class so that students can spend time building and maintaining their relationships with their peers. We can

see that this is a much-needed service as our students take at least fifteen minutes every day out of our daily class instructional time just wanting to talk to each other and maintain their connections. This class will also be a good way to assist students in investigating possible new interests in small group “clubs.”

7. Other Relevant Information, including future anticipated goals.

The division maintains goals to provide excellent service and to increase access and enrollment to a great number of students with disabilities. Enrollment will be increased through increasing student enrollment and effective retention of the current served population. The division will continue to improve its registration process in a manner that directly increases enrollment and does not pose barriers to registering.

The DSPS program will continue its role in supporting professional development of all faculty and administrators in working effectively with students with disabilities to support matriculation goals, develop best practices, and meet ADA and Title V compliance requirements. The DSPS will be working to develop different modes of professional development (education and training) to support best practices and institutional compliance.

The DSPS program will further develop its distance service platform as well as increase its functional use of Clockwork as an expansive, disability management system.

Adapted Physical Education Perspective

As a department, we want to continue to develop a strategy to get back to face-to-face education. Members of our department are currently collaborating with the task force that is dedicated to bringing back our APE, PE, and athletics programs, starting with the aquatics classes. Of course, this is an ongoing process due to the uncertainty surrounding COVID-19. If this is something we can offer in the near future, we will be focused on bringing back former students to safely join our program again. Student health and safety is our highest priority.

Hope Alfred and Whittier Perspective

We are currently in the process of purchasing a large bundle of computer training curriculum (5 programs) through the Aztec company which will allow our adult students to learn as a group or on an individualized basis and will keep track of their progress in basic reading, writing and math skills, independent living skills and vocational preparation and employability skills. We can start using the program immediately once we upload it into Canvas.

Once we are allowed to go back to the Hope programs, we may offer some type of hybrid course on Fridays and may continue to offer the social skills evening classes online and in person depending on student interest and need.

Both De Anza faculty currently share a combined class from 11:00-12:00 p.m. daily for both the Alfred and Whittier sites that we anticipate will still continue once we get back onsite.

We are currently requesting a part-time position to assist with registration assistance both during the pandemic with students online and when we get back to the classroom.

We are hoping to be able to enroll our students once again in an Outdoor Education APE class during the summers once we get back to the classroom.