Disability Resource Center Program Review 2022
A. Program Information
Program Mission Statement

1. Please enter your mission statement here.

We are committed to creating a safe, equitable, and supportive environment for students with disabilities. We aim to create a campus climate in which diverse learners are respected, universal design is prioritized, and academic adjustments are implemented.

Program Level Student Area Outcomes

2. Please list the program-level student area outcomes.

SAO #1: As a result of a DRC intake, students will be able to choose necessary standard academic adjustments to have a more equitable learning experience.

SAO #2: Students will utilize disability related accommodations and services.

3. Why are these outcomes important?

These are foundational SAOs as the intake involves the interactive process that yields student accommodations. Without the intake, no accommodations can be rendered or updated. Further, if students do not deploy their accommodations, unless the student has accurately determined the accommodation(s) is not necessary the student is at risk of not gaining equal access to educational opportunity. Therefore, utilizing the disability related accommodation is also a vital SAO.

4. How will these outcomes be measured?

SAO #1: The DRC will monitor the number of student intakes that occur on a yearly basis. This will require an analysis of Clockwork (CW) data to determine how many intakes are for new students and how many are updates for existing students. Both will render vital information on how many new students we are serving annually and how many students are working with DRC counselors to update their accommodations per their self-identified needs.

SAO #2: The DRC will also pull CW data to determine what percentage of students with active accommodations have deployed their accommodations. To ensure a data-informed analysis, we will couple this with a survey that attempts to determine student agency/self-analysis in accommodations deployment. The ability to identify student needs, including the need to deploy accommodations, is vital to the DRC's goal in supporting the independence and self-advocacy of students with disabilities.

B. DRC Counseling Student Contacts

The charts below show the number of counseling student contacts overall and by ethnicity.

Number of Contacts

	2017-18	2018-19	2019-20	2020-21	2021-22
Total	1765	1159	1060	1735	1622

Unique Students

	2017-18	2018-19	2019-20	2020-21	2021-22
Total	764	587	614	754	708

5. What do you observe in the data above? What do you want the college to understand about the total number of student contacts?

The number of students served and counseling contacts the past five years appears to have a sharp downward trend from 2017 to 2020. Starting in fall 2020, we see a reversal and rise in student contacts and unique students served. Based on the number of DRC counselors each year, it would appear that DRC students are meeting with their counselors at least twice a year.

The drop and rise in counseling contacts and unique student served is directly attributable to the number of counselors each year. From 2017 to 2019, the DRC had two (2) full-time counselors and one part time counselor. In 2019-2020, the two (2) full-time counselors transitioned out. In fall 2020, there were three (3) full-time counselors and one (1) temporary full-time counselors. In fall 2021, there were three (3) full-time counselors. For details regarding fluctuations in counselors, please see the answer to Section F, Question 6.

	2017-18	2018-19	2019-20	2020-21	2021-22
African American	35	18	27	43	33
Asian	100	85	89	128	114
Filipinx	32	13	13	19	28
Latinx	224	166	160	187	192
Native American	10	6	6	3	4
Pacific Islander	9	8	10	10	12
White	281	219	207	276	227
Decline to State	13	11	22	16	16

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

6. What do you observe in the data above? What do you want the college to understand about the number of student contacts by ethnicity? (Please address any ethnic disproportionate impact you note from the above data trends).

The numbers above reflect students enrolled in courses: 704 students in 17-18, 526 in 18-19, 533 in 19-20, 682 in 20-21, 624 in 21-22

In 19-20, there's a dip in counseling appointments which is likely attributed to the pandemic. 2018-2019, was the year two DRC counselors left Foothill. Counseling appointment trends indicate that more student appointments occurred when there were more than two (2) counselors; furthermore, on average students met with counselors at least twice.

Generally, an increase in DRC counseling for PI students. Despite fluctuations within DRC counseling for Black students it seems that there is a upward trend. There also appears to be a downward trend in counseling contacts with Latinx and White students.

7. What actions do your program plan to take in order to achieve your program-level service area outcomes?

As counseling is foundational to both SAOs, proactive outreach is necessary to driving counseling contacts.

8. What does your program need to execute this action plan?

Academic coaches will need to conduct regular proactive outreach to assess the needs of their assigned student caseloads, actively triaging and referring students to counselors, particularly those known to historically experience disproportionate impact, in this case our Latinx students with disabilities. The DRC will also need to improve the analysis of Clockwork data to improve the proactive outreach and triaging process. We intent to focus on historically disproportionately impacted populations, particularly students that have not seen their counselor in quite some time. However, the DRC needs to work with the Clockwork consultant to improve the data reports pulled in order for coaches to effectively outreach, triage, and refer. For instance, there is currently not a mechanism to identify students who have left Foothill (graduation, transfer, or otherwise).

C. Students Approved for LD Accommodations
The charts below indicate how many students were approved for LD accommodations and how many chose to utilize LD accommodations overall and by ethnicity.

a. Overall

	2017-18	2018-19	2019-20	2020-21	2021-22
Total	227	209	207	178	161

9. What do you observe in the data above? What do you want the college to understand about the total number of LD Accommodations?

There has been a general decline in students who are verified as having a learning disability and have chosen to deploy their accommodations. The decline in verification is due to the nature of the LD assessment/testing: it can only be done in person. Although the pandemic stopped testing, the Chancellor's Office allowed provisional accommodations. Thus, the decline of students with verified LD resulted in lower deployed accommodations. The pandemic forced all classes to move online. Many instructors provided extended time on test and quizzes for all students. The most authorized accommodation for LD is extended time. Therefore, the drop in deployed accommodations could also be attributed to students not needing to deploy extended time accommodations.

b. By Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
African American	17	12	7	16	10
Asian	31	34	26	24	20
Filipinx	3	2	3	5	4
Latinx	73	76	84	52	59
Native American		1			
Pacific Islander	1	4	4	3	2
White	93	79	39	66	56
Decline to State	5	1	7	5	5

10. What do you observe in the data above? What do you want the college to understand about LD Accommodations by ethnicity? (Please address any ethnic disproportionate impact you note from the above data trends).

Despite slight fluctuations, disaggregated data reveals that the general decline in students who are verified as having a learning disability and have chosen to deploy their accommodations appears among all ethnic groups. The previous rationale also can explain ethnic-specific declines in LD verification and accommodations deployment. However, it should also be stated that a "low" number of students of color receiving LD verification and accommodations are not due to a "denial" of accommodations. Typically, when a student believes they may have a learning disability, complete their LD intake, and partake in the WAIS-IV and Woodcock-Johnson exams, the results verify what they think. Nonetheless, because the DRC has increased staffing capacity, the faculty and staff can be more proactive through programming to raise awareness about LD in culturally sensitive ways. While this may not significantly move LD verification numbers up, this may help to destigmatize LD from a culturally competent perspective.

11. What actions do your program plan to take in order to achieve your program-level service area outcomes?

Central to reversing these trends are the restoration of in-person LD assessment/testing. We anticipate the commencement of in-person LD assessment/testing during winter quarter 2023. Culturally-relevant programming to destigmatize LD could increase access, though not significantly.

12. What does your program need to execute this action plan?

Collaboration with other student services and instructional units on culturally-relevant programming to destigmative LD and ensure student attendance.

D. Enrollment by Student Demographics - SPED 8

by Gender

	2017-18		2018-19		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	11	27%	18	40%	14	40%	11	28%
Male	28	68%	27	60%	20	57%	24	60%
Unknown gender	2	5%	0	0%	1	3%	5	13%
Total	41	100%	45	100%	35	100%	40	100%

13. What do you observe in the data above? What do you want the college to understand about enrollment by gender?

Generally, there is more male enrollment than females in SPED 8 courses.

14. What actions do your program plan to take in order to achieve your program-level service area outcomes?

We partner with local feeder high schools within our district including Palo Alto Unified and Mountain View Los Altos Unified High School Districts for recruitment to our SPED 8 Orientation to College for students with disabilities. We have observed that there is more male enrollment than female in SPED 8 perhaps as a result of the gender representation within the special education programs at our feeder high schools. To improve our program-level SAOs we can work with feeder school districts to share the observed data and see if it reflects gender representation within their respective special education programs and determine how to move towards and/or maintain a more proportionate gender distribution in SPED 8.

15. What does your program need to execute this action plan?

We need to meet with our feeder school partners informally or formally to get a sense of the gender breakdown of their special education programs.

by Ethnicity

	2017-18		2018-19		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	7	17%	6	13%	4	11%	3	8%
Black	1	2%	0	0%	4	11%	3	8%
Filipinx	3	7%	0	0%	1	3%	1	3%
Latinx	18	44%	25	56%	13	37%	21	53%
Pacific Islander	1	2%	0	0%	2	6%	0	0%
Unknown ethnicity	0	0%	0	0%	0	0%	1	3%
White	11	27%	14	31%	11	31%	11	28%
Total	41	100%	45	100%	35	100%	40	100%

16. What do you observe in the data above? What do you want the college to understand about enrollment by ethnicity?

There is a small amount of Asian, Black, Pacific Islander (PI), and Filipinx students enrolled in SPED 8. Overall, there appears to be a high enrollment of Latinx and White students in SPED 8.

17. What actions do your program plan to take in order to achieve your program-level service area outcomes?

As with gender representation, ethnic representation within SPED 8 could be a result of the ethnic representation within feeder school special education programs. Similarly with gender representation, the DRC SPED 8 team can work with feeder school districts to share the observed data and see if it represents the ethnic representation within their respective special education programs. If it does not, this can generate important discussions on how to increase Asian, Black, Filipinx, and PI student participation in SPED 8 to mitigate potential disproportionate impact in SPED 8 access, and generate more intakes (SAO #1) that will lead to deployment of accommodations (SAO #2). Also, this may be an opportunity to expand SPED 8 to other feeder high schools within the service area that may have higher numbers of Asian, Black, Filipinx, and PI students.

18. What does your program need to execute this action plan?

We need to meet with our feeder school partners informally or formally to get a sense of the ethnic breakdown of their special education programs. We also need to get an ethnic breakdown of potential feeder schools.

E. Student Course Success by Demographics - SPED 8
Course Success by Gender

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	8	73%	3	27%	0	0%	11	100%
Male	22	92%	2	8%	0	0%	24	100%
Unknown gender	3	60%	2	40%	0	0%	5	100%
All	33	83%	7	18%	0	0%	40	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	14	100%	0	0%	0	0%	14	100%
Male	19	95%	1	5%	0	0%	20	100%
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	34	97%	1	3%	0	0%	35	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	18	100%	0	0%	0	0%	18	100%
Male	26	100%	0	0%	0	0%	26	100%
Unknown gender	0	N/A	0	N/A	0	N/A	0	100%
All	44	100%	0	0%	0	0%	44	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	7	64%	4	36%	0	0%	11	100%
Male	24	86%	4	14%	0	0%	28	100%
Unknown gender	2	100%	0	0%	0	0%	2	100%
All	33	80%	8	20%	0	0%	41	100%

19. What do you observe in the data above? What do you want the college to understand about course success by gender?

There is slight disproportionate impact in female student success in SPED 8 during the 2017-2018 and 2021-2022 years.

20. What actions do your program plan to take in order to achieve your program-level service area outcomes?

In general, the SPED 8 program enjoys high success rates for all students. During 2 previous years (2017-2018 and 2021-2022) there was a slight disproportionate impact in female student success in SPED 8. To improve our program level SAOs we can utilize our academic coaches for those students that may be experiencing difficulty with the course.

21. What does your program need to execute this action plan?

Academic coaches may be an excellent means to provide rapid and immediate support to any students that may be experiencing difficulty with the course.

Course Success by Ethnicity

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	2	67%	1	33%	0	0%	3	100%
Black	3	100%	0	0%	0	0%	3	100%
Filipinx	1	100%	0	0%	0	0%	1	100%
Latinx	16	76%	5	24%	0	0%	21	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	1	100%	0	0%	0	0%	1	100%
White	10	91%	1	9%	0	0%	11	100%
All	33	83%	7	18%	0	0%	40	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	4	100%	0	0%	0	0%	4	100%
Black	4	100%	0	0%	0	0%	4	100%
Filipinx	1	100%	0	0%	0	0%	1	100%
Latinx	13	100%	0	0%	0	0%	13	100%
Pacific Islander	2	100%	0	0%	0	0%	2	100%
Unknown ethnicity	0	N/A	0	N/A	0	N/A	0	100%
White	10	91%	1	9%	0	0%	11	100%
All	34	97%	1	3%	0	0%	35	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	6	100%	0	0%	0	0%	6	100%
Black	0	N/A	0	N/A	0	N/A	0	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	25	100%	0	0%	0	0%	25	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	0	N/A	0	N/A	0	N/A	0	100%
White	13	100%	0	0%	0	0%	13	100%
All	44	100%	0	0%	0	0%	44	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	7	100%	0	0%	0	0%	7	100%
Black	1	100%	0	0%	0	0%	1	100%
Filipinx	3	100%	0	0%	0	0%	3	100%
Latinx	14	78%	4	22%	0	0%	18	100%
Pacific Islander	0	0%	1	100%	0	0%	1	100%
Unknown ethnicity	0	N/A	0	N/A	0	N/A	0	100%
White	8	73%	3	27%	0	0%	11	100%
All	33	80%	8	20%	0	0%	41	100%

22. What do you observe in the data above? What do you want the college to understand about course success by ethnicity?

Given the number of students enrolled in the SPED 8, Latinx students are experiencing disproportionate impact in 2021-2022.

23. What actions do your program plan to take in order to achieve your program-level service area outcomes?

In general, the program enjoys high success rates for all students. However in 2021-2022, Latinx students represent the largest number of students enrolled and thus a 76% success rate compared to the 83% success rate average for all students is something to look into. As with female students, increased attention to Latinx student participation or struggling during the course is necessary.

24. What does your program need to execute this action plan?

Academic coaches may be an excellent means to provide rapid and immediate support to any students that may be experiencing difficulty with the course.

25. Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

N/A

F. Service Area Outcome Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

SAO #1: As a result of a DRC intake, students will be able to choose necessary standard academic adjustments to have a more equitable learning experience.

SAO #2: Students will utilize disability related accommodations and services.

SO #1: The DRC will increase student intakes by 5% from the previous year.

SO #2: 80% of DRC students will request accommodations through Clockwork

2. What is your implementation plan for the above-mentioned objectives?

Central to the SAOs and SOs for next year are academic coaches. Due to the change in the state funding formula for DRC programs statewide that is now focused on student headcount receiving DRC services, the department will be utilizing academic coaches to conduct proactive outreach to students. This proactive outreach establishes the academic coach as the primary contact for students to relay any concerns. As such, the academic coach will be able to triage and elevate concerns appropriately to the DRC counselor. Concerns may include the need for updated accommodations or challenges with deploying/receiving accommodations. Thus, through proactive outreach we anticipate meeting SAOs and SOs.

3. In the past five academic years, were there any commendations/special mentions identified? If YES, please elaborate.

N/A

4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

No.

5. What actions has the program taken to address the accreditation audit, or review citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. What barriers has the program faced in implementing improvements?

Despite serving a steadily increasing number of students, Foothill College cited budget cuts to eliminate the position of DRC Supervisor in 2019. The elimination of the DRC Supervisor had a devastating effect on the DRC. Supervisor responsibilities were shifted to classified professionals and the dean. Classified professionals began to raise concerns about being overworked and that certain duties were being unfulfilled such as orientation, programming, student outreach, faculty and staff relationship building and professional development, and coordination of instructional programs. The dean operated as the de facto DRC Supervisor, focusing on the day-to-day operations of the DRC. This took away from the dean facilitating the development and growth of the Veterans Resource Center and negatively affected division strategic planning, larger campus advocacy, and a fuller investment in campus initiatives. Perceived as the college's lack of investment in the department, three (3) DRC Foothill personnel left the college in 2020. In response, Foothill cabinet approved the creation of an Administrative Assistant I to provide some relief to DRC classified professionals, but the hire never moved forward. In sum, the cut lowered faculty and classified morale as well as increased absenteeism. To quote a DRC staff member, "We are overworked, overwhelmed, and understaffed." Thus, continual improvement of the department had been hampered by the cuts to the department. However, in late 2022 Cabinet approved a reorganization of the department, including the reinstatement of the DRC Supervisor and allowed the hire of an Administrative Assistant I. With stabilized funding and enhanced classified professional support, we anticipate the department to be able to intensify its inreach to potential DRC students and provide more comprehensive services to support DRC student persistence to completion.

This form is completed and ready for acceptance.