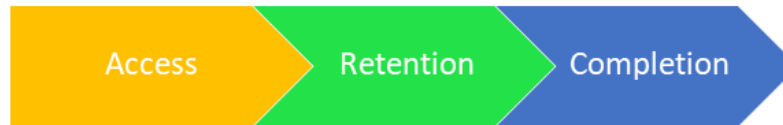


Student Services Comprehensive Program Review 2020-21

Framework for Student Services



New for Program Review in 2020-21:

- *Impact of COVID-19: Prompts related to the impact of COVID are in italics*
- Equity considerations: Prompts related to equity are underlined

PROGRAM OVERVIEW AND DATA REVIEW & REFLECTION

MISSION

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe how your program aligns with the institutional mission and any changes needed**” below in this box.

★ **New to PR in 2020-21?** **Describe how your program aligns with the institutional mission and plans** (College Mission Statement, Education Master Plan, Student Equity Plan, Guided Pathways (four pillars), etc.)

Type your response here:

The Access Resource Center (ARC) supports students with disabilities by providing specialized services, accommodations and instruction to promote equitable learning opportunities consistent with the mission and vision of Monterey Peninsula College.

VALUES STATEMENT

In order to achieve our mission, ARC:

- encourages the development of communication and self-advocacy skills.
- promotes equal access to the College curricula, activities, and facilities for students with disabilities.
- empowers students to achieve their academic, personal and vocational goals.
- serves as an educational resource for our campus and community.

Mission’s relationship to college mission:

ARC’s mission is directly related to the college’s mission by committing to equitable access to services, instruction and learning opportunities thereby fostering student success.

ACCESS

★ **Did you already start your PR in 2019-20?** You can copy & paste your answers to the prompts, “**Review data on access & success. What are the interesting/key findings?**” and “**Describe your program access in terms of day/time, location, modality, etc**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** See the prompts below

Who are you serving? Are there particular groups of students you are not reaching? *How has the shift to remote student support impacted who you serve?*

Data to consider: student demographics for your program vs. MPC overall, community demographics, HS graduates,

What services are available to students and to what extent? *The shift to remote student support has impacted your students’ access in terms of day/time, location, and modality. What might your services look like (in terms of day/time, location, and modality) after we shift back to face-to-face support? How will the shift back to face-to-face support provide equitable opportunities for access, retention, and completion?*

Data to consider: List of services available, how services are delivered, hours of operation, login records, usage records, grades for students who participate in services, number of contacts per student, average time per student, student satisfaction, student narratives, data dashboards

Type your response here:

During the 2020-21 academic year we transitioned almost entirely to a remote operation. With the exception of a few cases of in-person proctoring due to disability related issues all of our services and instruction were provided remotely. Due to the retirement of our full-time ADPE instructor in Spring 2020 the decision was made to discontinue the ADPE courses until we could return to in-person instruction. As a result of these changes ARC saw a significant drop in enrollment in our program and classes. Datamart has not yet published its official stats however unofficial MIS data reflect approximately a 50% decrease in our student count.

Students with disabilities experienced issues with lack of or unreliable technology, lack of in-person instruction and instructional support for classes (LNSK) and difficulty navigating online instructional platforms. Additionally with the move to total online instruction the shift by many courses to a visual teaching modality, in other words reading material only rather than auditory lectures, may have had a significant effect on many of our students who struggle with learning differences.

In looking at preliminary data (not verified by Datamart at this time) we also experienced a significant decrease in our male students. For the 2020-21 academic year, males made up only

34% of ARC students, and currently for the 21-22 year we are at 38%. The good news is that that is at least headed in the right direction, closer to MPC's overall demographics which has also been steadily declining, and was 42% male last year. Males at MPC were 49.6% in the 2016/17 academic year.

There are many factors that could have contributed to these trends:

1. There is an overall demographic trend where less males are attending, possibly due to macro-level changes in the economy and region. (But the trend in ARC is over 2x this rate of decline)
2. Males students are less likely to actively seek support services in general, but it is exacerbated by the social stigma surrounding disability.
3. When AB 705 hit, classes that were already difficult for some of our students became a gauntlet, dropping male student success rate in physical science classes (math) from 67.3% to 44.3% (and 73% to 61.5% in Humanities). And this success rate is after a historically low 64.2% retention rate. Some students may have dropped due to this.
4. The Covid shutdown added even more challenges, not just for online learning, but also issues of the digital divide, accessibility, and focus issues created by less than ideal study environments and uncertain economic situations.

During the 20-21 year our main forms of contact with students were phone and email vs. online and in-person. In 19-20 we had 1713 contacts whereas in 20-21 we had 1333 for a 23% decrease. Interestingly 92% of our contacts were either phone or email rather than Zoom although it was offered. Going forward as we transition back to in-person services and instruction we will make a concerted effort to provide more phone and online appointments where appropriate to accommodate more students.

ARC conducted a survey in Spring 2021 which looked at the overall student satisfaction with ARC, accommodations, LNSK classes and counselor interaction. The results showed that students are overwhelmingly satisfied with services and instruction provided by ARC (responses of satisfied to highly satisfied ranged from 85%-95%).

Another data point to note comes from the Chancellor's office Datamart statistics based on our MIS data. ARC is seeing an increase in students with psychological disabilities (134-2016-17; 136-2017-18; 155 2018-19). Anecdotally the counselors and staff are seeing an increase in psychological behaviors that are disrupting the learning process across campus as well as a general increase in anxiety. This led to an attempt to hire a licensed mental health worker that could provide additional support for our students in need. Although we were unsuccessful in obtaining a mental health counselor during the 19-20 year this goal should be considered going forward as we anticipate an increase in the number of students requiring this service, especially related to Covid and its related effects.

STUDENT SUCCESS (RETENTION & COMPLETION) AND OUTCOMES

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, “Review your SAOs--are you seeing your expected outcomes? What are the key findings?” and “Review data on access & success. What are the interesting/key findings?” and “Are there barriers to student success? If so, what?” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What is your program trying to achieve? Are students achieving the expected outcomes?** *How has the transition to online student support affected attainment of SAOs for your area? What were some of the challenges students experienced? Are there any groups of students that are struggling with achieving those outcomes? How did you shift your practices during this pandemic to help students achieve the SAOs and what were the results? Did these efforts help students who were disproportionately impacted and, if so, how?*

Data to consider: technology platforms and how they are utilized (SARS, ZOHO, Freshdesk, etc.),

Type your response here:

The retention and success rates in general (across all categories, disciplines, gender, ethnicity etc...) are averaging at 75% success rate and 85% retention rate from Fall 2017 - Spring 2019. However there is a noticeable decline in success rates during the Fall 2019 (i.e. 70%). When separating out for English and math results, the main impact of AB705, we see that the retention and success rates significantly decline during the Fall 2019 semester. Data showing the impact of the support classes (i.e. ENGL 101A, Math 316, 313) indicated that students were even more likely to be unsuccessful and persevere in class. Analyzing data regarding retention and success in LNSK courses show that overall the retention rate averaged 91% and success rate was 84%. It would be ideal to know how many of the students who were enrolled in LNSK support courses also successfully completed transfer level English and math courses within the past academic year.

During the 2020-21 year ARC saw a drastic decrease in students primarily due to the COVID related pandemic. Students with disabilities were affected disproportionately and faced complicated issues related to their disabilities with the transition to online. Unofficial data from MIS indicates that we saw a 40-45% decrease in students affiliated with ARC in the Fall 2020 semester compared to Fall 2019 (this data has not been posted on the Chancellors' office datamart site). Overwhelmingly students stated that they were not comfortable with the online system of learning and would wait until classes became available in-person. Many of those students who did choose to enroll in online classes took less classes in order to potentially be more successful in their attempt. This of course had a ripple effect in that they received less financial aid and delayed the obtaining of their educational goal (degree,

transfer, certificate etc...). The transition to online caused an immediate need with our students for increased technology. Chromebooks, laptops, and auto captioning equipment were the predominant requests. One of the most significant barriers our students seem to grapple with was the online proctoring for tests. The use of this proctoring method was a source of extreme stress among many students. In extreme cases ARC was able to provide the testing center as a reasonable accommodation. Our LNSK classes provided online synchronous support for many of our students grappling with the challenges of online instructional platforms.

Extra focus was placed on providing clear online information and expanding outreach methods. The official ARC page was kept current with critical contact points and links to relevant MPC and community resources. HTC MPC.org, our long-standing instructional-focused website, was also updated frequently with support resources and tutorials. This momentum has carried forward into the start of using social media as a channel for sharing supplemental ARC and campus-related information. HTC MPC.org now features an embedded Instagram feed that further establishes it as an essential and up-to-date hub of ARC information.

PROGRAM HEALTH AND RESOURCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe your program health in terms of students served and staffing**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What are the resources (staffing, technology, facilities, budget, etc.) available for your program to support students? To what extent do the available resources address students’ needs? Are there particular groups of students whose needs are not met with available resources? How have the resources available for your program been impacted by the shift to remote student support? How might the resources look after we return to face-to-face support?**

Data to consider: Staffing, connectivity/computer access, FTEF/students, professional development opportunities & participation,

Type your response here:

The ARC program is facing some significant changes in staff. In Spring 2020 our full-time ADPE instructor retired and the decision was made to not offer the courses during the online transition. For the upcoming 21-22 year we have hired two adjunct ADPE instructors to build back the enrollment in ADPE courses. Many of our ADPE students are elderly with significant physical disabilities and face challenges when it comes to navigating the online application process for the MPC. Our staff have made efforts to reach out by phone and email to assist in the application and registration process. Additionally our ADPE Instructional Specialist and Instructional Technology Specialist have resigned and we are beginning the replacement process. The loss of our Instructional Specialists present a challenge for our instructors as our Educational Assistance courses provide more intense support for students with disabilities. The Instructional Specialists are an integral part of our classroom support and assist in providing one-on-one and small group support to the students.

ARC played an important role in providing necessary technology via Chromebook loans, which were loaned out at more than double the rate compared with years prior to covid. Besides basic access to online classes, they were also a crucial component in maintaining access to alternate media (primarily Kurzweil text-to-speech). Despite the turmoil, the percent of ARC students who actively used alt media not only held steady with rates of previous years, but even slightly increased. It peaked in 2019-20 at 20.8%, and still held higher than previous years at 17.4% in 2020-21. This is a testament to the accuracy of initial assessment and recommendations from ARC counselors, the focused help and online workshops done by instructional support staff, as well as improvements of the tool itself - Kurzweil, which has earned our primary recommendation for its simpler and more streamlined web-based interface.



COLLABORATIONS

★ This was not in the PR for 2019-20

★ New prompt for everyone: **What are some salient relationships or collaborations between your area and another area (department, committee, off-campus organization or Local Educational Agency (LEA)?** In what ways do these relationships or collaborations support students, particularly historically underrepresented or marginalized groups of students? *How has the shift to remote student support affected these relationships/collaborations? How might these relationships/collaborations look after we shift back to face-to-face student support?*

Type your response here:

ARC is in constant collaboration with the other student services programs on campus as we share many of the same students. Specifically EOPS, TRIO, Veterans FYE, Counseling, and Health Services all interact with our program providing referrals and seeking resources for students with disabilities at MPC. Likewise ARC will often refer students to the above programs when appropriate to utilize needed resources. In addition to the Student Services programs we are in frequent contact with the learning support centers such as TASC, TRIO Learning Center, Reading & Writing Center, STEM Cell, and the Math Learning Center. Conversations with other MPC staff and faculty regarding best strategies to work with students who have learning and/or behavior challenges is a frequent occurrence and one that is welcomed by the ARC staff and faculty in order to support student success. To further understanding of working with students with disabilities ARC brought to MPC's Flex Day learning specialist, Dr. Paul Nolting. His expertise within the STEM fields and supporting students with learning challenges offered new strategies and techniques to our instructional faculty. Furthermore he will be conducting a more specific training session with tutors on campus to increase their knowledge and skill repertoire in working with students with disabilities.

In addition to the numerous collaborations on-campus ARC works closely with off-campus agencies that directly or indirectly support our students. Including but not limited to the Department of Rehabilitation, College Living Experience, various high school Special Education and Transition Programs, Interim, North Bay Industries, and HOPE. Through our common goal of supporting students with disabilities in education and employment training we have fostered an open and productive working relationship with these various agencies. We have successfully continued our collaboration by holding online and phone meetings with the involved agency and common student in order to provide services and instruction related to academic goals while supporting the students' disability related limitations.

The transition to online learning significantly affected the enrollment of our employment training and learning programs such as North Bay Industries and HOPE due to shelter in place requirements early on and the inability to convert to an online environment.

INTERNAL/EXTERNAL INFLUENCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Note any internal or external factors that affect your program**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Note any internal and/or external factors (not already addressed above) that affect your program.** Do these factors disproportionately affect any particular groups of students?

PROGRAM HIGHLIGHTS/SUCCESES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Briefly describe any program highlights and success stories**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Briefly describe any program or department highlights and/or successes.** In what ways do these successes foster and support diversity and inclusion?

Type your response here:

Program highlights:

- Continuation of ARC Scholarship ceremony
- Academic Coaching
- Participation in the Affinity Graduation
- Transition of ARC counseling, testing center and LNSK courses to online
- Development of ARC social media presence
- Intentional outreach to students during online transition
- Provided various technology devices for accommodations related to online learning
- Collaborated with Dr. Paul Nolting to offer presentation on tutoring students with learning differences



ADDITIONAL INFORMATION FROM 2019-20 TEMPLATE

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts,
“**Describe any updates to your program (e.g., change in hours or how services are delivered, staffing changes)**” and
“**Review other data relevant to your program. What are the interesting/key findings?**”
and “**What are you still curious about? What would you like to investigate further?**”
below in this box.

Type your response here: