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COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Disabled Students Programs & Services (DSPS) including the High Tech Center

Q2

2. Lead Author:

Johnny Barner

Q3

3. Collaborators:

Beth Viersen, Rachelle Panganiban, Margaret Jones, Maico Moreno

Q4

4. Dean/Manager:

Sade Burrell, Associate Dean of Student Services and Special Programs

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY **11/06/2023**

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

Disabled Students Programs and Services (DSPP) increases access, success, and inclusive learning environments to students with disabilities so they may participate fully and equitably in college programs and campus life.

Q7

Yes

7. Is the service area description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

DSPP advances the College's mission and visions of equity, excellence, and social justice through education by continuing to fulfill the mandates of the legislation that necessitates our existence. Cuyamaca College provides educational services and access to qualified students with documented disabilities through the DSPP office in accordance with Title 5 and the Americans with Disabilities Act. DSPP assists students with disabilities by determining and providing appropriate academic adjustments related to their disabilities in order for them to achieve their educational goals. The DSPP High Tech Center (HTC) is an instructional technology hub within DSPP that is designed to meet the needs of students with disabilities for adaptive equipment, assistive technology, and alternate media.

DSPP faculty and staff also champion the college's efforts to promote equity and community through committee participation that advocates for inclusive policies and practices that address the needs of students with disabilities. This includes providing learning opportunities for faculty and staff regarding the DSPP enrollment process, collaborating with faculty and staff to better support our students, and by providing information on the needs of the disability community through efforts like disability awareness week.

Our office espouses the values of being student-centered, innovative and student success by providing appropriate academic adjustments related to student's unique disabilities in order for them to achieve their educational goals. The DSPP intake process involves using an interactive process that provides high-touch, integrated services focused on early interventions and multiple touch points throughout a student's college career at Cuyamaca. These touch points begin from the initial DSPP intake and continue through career and academic planning, disability management to include updating semester academic adjustments, success strategy appointments, specialized disability assessments, assistance with alternate media/assistive technology, and test proctoring. These multiple touch points allow DSPP faculty and staff multiple opportunities to build meaningful connections throughout a student's college career at Cuyamaca facilitating our ability to engage in early intervention with our student population.

These processes promote and advance the value of student success by being student-centered and encourage students to focus on what success looks like for them, with the realization that success can be different for different students. This unique and innovative perspective fosters excellence by determining and providing appropriate academic adjustments related to their disabilities in order for them to achieve their education goals.

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

For this section, I used the data from the Comparison of DSPS and All Other Students: Demographics for FA19/SP20 through FA22/SP23, the most recent DSPS, the annual DSPS Student Survey for academic year 2019-2023, and the DSPS SLO SAO report, 2023 DSPS Staff-Faculty Survey and Fall 2022 CPR Annual Update.

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

In reviewing the previous four academic years (2019/2020-2022/2023), the DSPS department demographics for African American/Black students remains higher than the college-wide demographics for the same student group. In fact, DSPS is serving on average more African American/Black students at about 7.28% in comparison to college-wide demographics at an average of 5.51%. However, the data tells a different story in regards to demographics for our Hispanic/Latino and Asian/Pacific Islander student populations. College-wide student demographics show the Hispanic/Latino student population as the second largest population at Cuyamaca College at an average of 35.09%. Whereas the Hispanic/Latino student population within DSPS is approximately 31.25%. This suggests that DSPS still has work to do to increase access to our program for the Hispanic/Latino student group. The demographics for the Asian/Pacific Islander student group for DSPS averages 2.89% when compared with the college-wide student demographics at an average of 5.86%. The data for both the Hispanic/Latino and Asian/Pacific Islander student groups show that DSPS needs to devote additional energy and resources to bring parity to these groups to match their college-wide counterparts.

Another trend we pulled from the DSPS comparison reports is that the DSPS under 20 population is significantly lower than that of the college-wide student characteristics. In fact, the DSPS under 20 population averaged 15.74% in comparison to the college-wide data that places the under 20 population at approximately 26.31% over the past four years. This data underscores the need for DSPS to strengthen partnerships with Grossmont Union High School District (GUHSD) and improve outreach efforts with high school transition programs and dual enrolled high school students.

Q11

11. Please discuss any equity gaps in access or success.

DSPS is an "Open Access Department" and has no caps that would prevent access. We remain committed to doing our part to advance Student Success and Equity goals by continuing to improve upon our department's retention, success, and persistence rates for disproportionately impacted student groups. In reviewing the previous four academic years (2019/2020-2022/2023), the average DSPS course retention rate for African American/Black students was a bit higher (i.e., 85.9%) than the average college-wide course retention rate for the same student group (i.e., 84.03%). This trend was slightly lower for our Hispanic/Latino students at approximately (i.e., 86.6%) versus the college-wide retention rate for this group at an average of (i.e., 86.9%).

The DSPS course success rate for African American/Black students was noticeable higher at approximately (i.e., 72.2%) when compared with the average college-wide course success rate for this group at an average of (i.e., 66%). The DSPS course success rate for Hispanic/Latino student averaged roughly the same over the past four academic years (2019/20-2022/23) when compared to college-wide success rate for this student group with rates of 70.1% and 70.5%, respectively.

The most pronounced differences were found in the fall-to-spring persistence rates for DSPS students. In fact, the average DSPS fall-to-spring persistence rate for African American/Black students was approximately 72.2% versus the average college-wide rate for that same student group at 64%. This trend remains consistent for DSPS White and Hispanic/Latino students with an average persistence rate of 78.5% and 75.4% in contrast to college-wide data for Hispanic/Latino persistence at an average of about 73.3% and 66.6%. The data suggests that overall DSPS is performing well at supporting students to retain in college; most notably in our ability to support our students to persist in college. While the numbers are hopeful when comparing DSPS fall-to-spring persistence rates to college-wide rates for the same student groups, there is still a pronounced equity gap between the target group (i.e., White students) and disproportionately impacted student groups (i.e., African American/Black & Hispanic/Latino). In fact, the average retention rate between (2019/2020-2022/2023) for White students is 89.7%, their course success rate average is 82.1%, and their fall-to-spring persistence rate average is 78.48%, which are all noticeably higher than the disproportionately impacted student groups described above.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

To address the above identified equity gaps, DSPS will continue to assess our policies, procedures, and services to identify any possible exclusionary practices within our department as well as explore professional development opportunities for faculty and staff in order to advance specific strategies to better support disproportionately impacted student groups within our DSPS department and the college as a whole. We will also continue to refine our self-assessment processes to get additional information from our current students about their experiences, challenges, and needs.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

One of the goals from our previous program review was to increase DSPS enrollment rate for Hispanic/Latino students to be equal to the college-wide enrollment rate for the same group. The most recent data shows that we have been closing the gap, but still have room for improvement. We will continue our efforts to increase enrollment for all student groups to meet comparable enrollment and access with college-wide levels. We are making intentional efforts to tailor outreach and in-reach to reach traditionally underserved groups.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

DSPS faculty and classified staff regularly embody the values of equity, excellence and social justice through education with our everyday interactions with students and staff. We support and advocate for our student who may be dealing with elevated concerns due life circumstance, disability or the intersectionality of both. We work to support students to achieve their goals through our equity minded practices and processes. We also interact with instructional faculty to provide them with support and recommendations on how to work with DSPS students' individualized needs, which embodies the values equity, excellence and social justice. This is usually in the form of recommendations on how to address disability related behaviors that come up in the classroom or by recommending strategies to better assist the student in the learning process. This further demonstrates how DSPS lives the college's vision of equity, excellence and social justice through education.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

- Most DSPTS services have been adapted to the online modality and now have the flexibility to be provided remotely. Since students have the flexibility to do appointments via phone, zoom, or in-person, we can meet students where they are and via their preferred method of communication.
- The only lingering concern our area has since the pandemic is the modality of most Cuyamaca class offerings. Since the pandemic, there has been a noticeable decrease in the number of in-person classes offered. As a result of fewer in-person class offerings, the enrollment numbers for DSPTS (2019/2020 – 2022/2023) have steadily decreased. DSPTS students prefer in-person course offerings.

Academic Year/Unduplicated Enrollments Fall Spring

2019/2020 515 432

2020/2021 344 313

2021/2022 306 297

2022/2023 342 319

- This data was taken from the comparison reports and shows how our program enrollment has experienced a year over year decline. One expected cause of this decline can be connected to the impact of the Covid 19 pandemic, which began in the fall of 2019 and became official with fully remote classes and services in spring of 2020. During the early days of the pandemic, DSPTS was one of the only offices that answered the phone and provided an actual person for students to speak with, as that is a need of our student population. DSPTS adapted to providing our services in the online modality and our student have adapted.
- Coming out of the pandemic, many classes now offer more fully online sections and one in-person option. While this may be advantageous to most students, DSPTS student generally have a preference for in-person classes, as the in-person modality allows for more real-time support and interaction to address questions or concerns as they occur. Online or asynchronous classes have a definite lag time in responses to questions. For a student who make take longer to connect with the material, that additional lag time can be the difference between success and failure.
- My concerns are the availability of classes in-person versus classes that are 100% online. Many DSPTS student have more success when they can access in-person classes. As Cuyamaca generally offers fewer options, I believe we are seeing a drop in our numbers due to students choosing to take classes at Grossmont or elsewhere. Grossmont has more in-person options for classes. While our numbers have started to recover, but we will be looking to add questions about modality preference in our next student survey and we are looking to add in-person PDSS options for DSPTS.

Q16

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

DSPTS%20Survey%20Respondent%20datat.docx (13.7KB)

Q17

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

DSPS%20Year%20over%20Year%20Enrollment%20FA%202019.docx (12.7KB)

Q18

Respondent skipped this question

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16. Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Copy%20of%20Copy%20of%20Student%20Services%20Outcomes%20Assessment%20Plan%20Template_DSPS_%202020-24.docx.pdf (71.8KB)

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

PDSS 080 Educational Assessment & Prescriptive Planning

PDSS 081 Self-Advocacy*

PDSS 085 Adapted Computer Basics*

PDSS 087 Adapted Computer Studies

PDSS 090 Learning Strategies Practicum*

PDSS 092 Math Strategies for Students with Disabilities

PDSS 096 Cognitive Communication Skills & Strategies*

The starred courses are active Personal Development Success Services (PDSS) classes, though they are not all offered every semester. During the previous four academic years (2019/2020-2022/2023), only the PDSS 081 course was offered at Cuyamaca College. PDSS 081 was offered online in Spring 2020, Fall 2021, and Spring of 2023. The class was offered online and had enrollment of < 13 students each semester and retention of 4 to 10 students. The students would usually drop the class before the drop deadline resulting in lower retention rates. These low numbers make relevant data unreliable, with retention and success rates ranging from 67% when 4/6 retained student passed the class in spring 2020 to 100% for spring 2023, when all enrolled students (10/10) retained and passed the class.

The SLOs for PDSS 081 should be updated in the fall 2024 semester to reflect use of OER course materials. The previous criterion for assessing the PDSS 081 SLOs were too specific to an individual instructor's methods and needed to be broadened for multiple faculty teaching PDSS 081.

Other updates for fall 2024 includes offering PDSS 085 to increase in-person course offering for high school transition students and incoming dual enrolled high school students. In previous SLOs for PDSS 085, students acquired the skills to prepare Word documents and PowerPoint demonstrations, and were able to evaluate various modes of assistive technology for their academic adjustment needs. Changes will be made to emphasize skill development in basic systems and software needed to be successful students.

DSPS will also be offering PDSS 096 in fall 2024. This course has not been offered since spring 2019. There are two active SLOs: 1. Identify cognitive communication skills and describe effect of limitations based on completed evaluation of selection through student inventory. 2. Independently identify and demonstrate application of cognitive communication compensatory strategies functionally during specific projects and exercises. These SLOs will need be updated during the fall 2024 semester.

Q21

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

fa22-au-sis-final%2010-31-22.docx (86.5KB)

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

The data that directly addresses the previous SLOs shows that DSPS students did increase their success in their ability to explain their disability-related needs to others on campus. The data also shows that DSPS students also increased the use of their academic adjustments to achieve their educational goals, increased the use of the DSPS webpage and shared their academic adjustments with their instructor(s). This information is based on the number of respondents to the emailed survey. We would also like to explore other avenues of in-person data collection to make sure we are getting information from all students.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

Our current SAO is student centered and focused on equity for one of the largest student groups at Cuyamaca, Hispanic/Latino students. We have noticed that DSPS demographics for Hispanic/Latino students, while making slight progress, continues to fall short of the college-wide rate for the same student groups. As a Hispanic Serving Institution (HSI), we feel it is our duty to ensure we are supporting this population of students. Our most recent data shows that we have been closing the gap, but still have room for improvement. We will continue our efforts to increase enrollment for DSPS Hispanic/Latino students with the goal of being equal with the college-wide rate of the same student group. We are looking at making sure outreach and in-reach materials are available in multiple languages and that we have ambassadors and event personnel able to speak with students/stakeholders.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Since the majority of our class offerings have not been active over the last 4 years, we will be looking to update all of our area SLOs to ensure everything is up to date and to include Open Education Resources (OER) where possible. Since the classes that are currently offered have low enrollment, we will be looking at ways to better promote these courses and to offer them to special populations that would benefit from our courses. This would include students in high school transition programs, dual enrolled high school students and students receiving IEP/504/Special education supports in high school. I believe these PDSS courses will help lay a foundation for success and retention by teaching students about the systems we use (PDSS 085), building their self-confidence (PDSS 081) and by helping them develop study skills based on their unique learning styles (PDSS 096).

Q25

21. Please describe your service area strengths.

Disabled Students Programs and Services (DSPS) increases access, success, and inclusive learning environments to students with disabilities so they may participate fully and equitably in college programs and campus life. DSPS is an integral part of the success of our students with disabilities and our biggest strength is our ability to do so much with so little. Thanks to our dedicated faculty and staff, students continue to be supported and served despite budgetary constraints and other outside factors affecting our area. This falls in line with our ability to be adaptable. When challenges arise, DSPS is able to assess an issue, develop creative solutions, and implement support for our students quickly and effectively. The staff are also adaptable in their roles and are willing and able to step in and provide support where needed. Another strong point for DSPS is our ability to be on the cutting edge of technological advances in adaptive equipment, alternate media, and assistive technology; as a result, DSPS HTC is functioning with all of the latest technology available. For example, DSPS HTC recently incorporated using a mobile app called "Otter AI" to assist our student with note-taking support. We have purchased renewable licenses which will allow our student to download the app and use it through their cellphone as a recording device that allows the student to receive an emailed transcript of that class's lecture. This allows our student to participate in classes utilizing the latest technology.

Cuyamaca DSPS also provides comprehensive services to our students. We offer speech/language services that focuses on speech, language, hearing, pragmatics, and cognition. DSPS also offers assessments in the areas of speech/language and learning disabilities so students can be more informed about their challenges and needs. These services are unique to Cuyamaca DSPS and it expands our ability to provide individualized support to students according to their specialized needs. Another comprehensive service we provide is integrated counseling from a disability perspective. The Cuyamaca DSPS philosophy on counseling believes that students with disabilities should be able to receive comprehensive counseling services within DSPS from a disability-management lens. This benefits our students because it reduces the ping-pong effect where students have to go to General Counseling for their academic/personal counseling, the Career Center for career counseling, or the Transfer Center for transfer planning, then come to DSPS for their academic adjustments. Our integrated services allow for students with disabilities to have a one-stop shop where they can receive wrap around services to meet their needs from the beginning of their college career to graduation and/or transfer.

Q26

22. Please describe your service area challenges.

There are several challenges facing DSPS at this time. The first being how to regain our previous levels of enrollment before the pandemic. As explained previously in this document, DSPS has experienced a drop in year over year enrollment in the last three academic years (2019/2020 – 2021/2022). The 2022/2023 academic year has shown a very modest increase in enrollment. This drop in enrollment can be attributed to the effects of the pandemic and the shift to the online modality. While data does support a preference for 100% online classes among non DSPS students, DSPS student prefer to take classes in-person. This point is echoed in our Fall 2023 DSPS student survey, when asked about a preference for counseling appointments. In our survey, over half of the respondents prefer to have counseling appointments in person while just under half of the respondents prefer online appointments. This preference is magnified when it comes to the learning environment and has been demonstrated in our enrollment numbers as more of our students are taking classes at Grossmont College due to them having more in-person course offerings.

Another challenge facing DSPS has to do with faculty and staff having manageable and equitable workloads to ensure, as a department, that we can participate in more outreach and in-reach opportunities for community building. We would like to be able to increase participation in outreach and in-reach events like high school parent's nights, orientation workshops, veterans' events and other on campus and community collaborations. We would like to ensure that current staff has parity with other categorical areas maintaining equitable and appropriate distribution of area responsibilities. Additional adjuncts would allow us to develop and teach more Personal Development Success Services (PDSS) classes to benefit our current students and to encourage new students through the growing dual enrollment population of high school students. This will also prevent us from losing students to Grossmont College if they need or desire PDSS classes.

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

There is an assortment of external influences that affect DSPS negatively in alignment issues, budgetary constraints, data tracking, and changing policies from the CCC Chancellor's Office to name a few. Alignment between Cuyamaca DSPS and Grossmont ARC becomes a challenge when policies, procedures, and practices are not aligned. This disparity is highlighted by the fact that we have different names for our two offices that provide services to students with disabilities. Prior to 2017, disability offices at both Cuyamaca and Grossmont held the same name, Disabled Students Programs and Services (DSPS). In 2017, Grossmont College consulted Cuyamaca DSPS to do a name change to Accessibility Resources Center (ARC). Cuyamaca DSPS kindly declined the name change due to the fact that Cuyamaca College already has an office with the same acronym, Academic Resource Center (ARC) that provides tutoring to Cuyamaca students. Due to a lack of district oversight for DSPS and alignment overall, Grossmont College was allowed to move forward with their name change. Now students with disabilities are often left confused about which office to go to in order to receive services leading to delays in service.

Lack of alignment also affects budgeting specifically in services for students that are Deaf or Hard-of-Hearing (DHH). Currently, DSPS has low numbers of Deaf students, but the workload required to provide the Deaf related services is substantial. This includes the paperwork to hire interpreters/e-captioners, complete contracts, manage schedules, and provide overall supervision. Having district oversight for DSPS including DHH would allow for centralized budgeting for this service to be distributed to the campuses on an as needed basis according to DHH student attendance at each campus. The CCC Chancellor's Office Technical Assistance Visit report also provided a recommendation to share resources with Grossmont to streamline management of DHH services and most notably, share fiscal resources. If GCCCD were to have district oversight in place, DSPS can avoid last-minute scrambling to find budget solutions to support DHH services that are often unreliable and unsustainable. Alignment also affects our ability to obtain accurate data tracking between Cuyamaca DSPS and Grossmont ARC. Every semester, DSPS receives a report from District IT regarding our student headcount. Due to lack of district oversight for DSPS, the headcount for students with disabilities gets mixed up between Cuyamaca DSPS and Grossmont ARC, leaving Cuyamaca DSPS with inaccurate headcount numbers that do not reflect the services we provide. This information is crucial because the DSPS headcount is sent to Chancellor's Office in the form of the MIS report that results in our DSPS allocation budget. As a result, each semester DSPS has extensive additional workload to ensure that the headcount numbers we report are accurate.

Another external influence that poses a challenge for Cuyamaca DSPS is the CCC Chancellor's Office constantly changing the DSPS allocation formula. DSPS gets funded differently according to the various disability categories served (i.e., Acquired Brain Injury, Attention Deficit and Hyperactivity Disorder, Autism Spectrum, Blind and Low Vision, Deaf or Hard-of-Hearing, Intellectual Disabilities, Learning Disabilities, Mental Health disabilities, Physical Disabilities, and Other Health Conditions Disabilities). These disability categories get translated into weighted student counts. In previous years, the Chancellor's Office published one DSPS allocation formula that allowed for DSPS offices to plan accordingly and have a reasonable expectation of the DSPS allocation budget. However, in the last three years the DSPS allocation formula has been in constant fluctuation, making it extremely challenging to plan the DSPS budget accurately.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

The most significant opportunity for DSPS will be to focus on alignment between Cuyamaca DSPS and Grossmont ARC and plant the seed to explore possible District oversight for DSPS. This includes opportunities to collaborate more closely with our Grossmont College counterparts to develop shared policies, procedures, and practices. Working with Grossmont will also allow us to expand upon our goal to increase access by leveraging technology and physical resources by combining our resources to buy hardware and software as a District in order to obtain better pricing. Furthermore, we want to explore ways to streamline budgeting for specific services like DHH and improve upon data tracking by working with District IT.

Q29

Respondent skipped this question

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Q30

Respondent skipped this question

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Q31

Respondent skipped this question

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Page 6: V. Previous Goals

Q32

Previous Goal 1:

Leveraging physical and technology resources to improve accessibility for DSPS students.

Q33

In Progress

Goal Status

Page 7: V. Previous Goals continued

Q34

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q35

Respondent skipped this question

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36

Increase equitable access (enrollment)

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q37

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Disabled Students Programs and Services (DSPS) increases access, success, and inclusive learning environments to students with disabilities so they may participate fully and equitably in college programs and campus life. In light of the work we do with students with disabilities, DSPS is acutely aware of all things, accessibility. So, our goal to increase access by leveraging technology and physical resources was informed primarily by our DSPS mission statement. We want to ensure that students with disabilities have easy access to the DSPS support services they need to succeed whether students take face-to-face or distance education courses. Likewise, the increase of online courses offered by Cuyamaca College has also prompted DSPS to create a goal around access using technology. So far, DSPS students have access to the same services online that they do in person. As a result, some of the objectives for our new goal include launching remote services like Zoom appointments, creating HTC forms in an accessible online format, and providing most DSPS services remotely and in-person. At present, we are still working on developing accessible videos for our website to familiarize students with our services.

Q38

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q39

No

Would you like to submit another previous goal?

Page 9: V. Previous Goals continued

Q40

Respondent skipped this question

1. Previous Goal 2:

Q41

Respondent skipped this question

3. Goal Status

Page 10: V. Previous Goals continued

Q42

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q43

Respondent skipped this question

Would you like to submit another previous goal?

Page 11: V. Previous Goals continued

Q44 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q45 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q46 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q47 Respondent skipped this question

Would you like to submit another previous goal?

Page 12: V. Previous Goals continued

Q48 Respondent skipped this question

1. Previous Goal 3:

Q49 Respondent skipped this question

3. Goal Status

Page 13: V. Previous Goals continued

Q50 Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q51 Respondent skipped this question

Would you like to submit another previous goal?

Page 14: V. Previous Goals continued

Q52

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q53

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q54

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 17: V. Previous Goals continued

Q59

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q61

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities.

Q63

Increase hiring and retention of diverse employees to reflect the students and communities we serve

Which College Strategic Goal does this department goal most directly address? (Check only one)

Q64

Please describe how this goal advances the college strategic goal identified above:

- DSPS currently has an interim Test Proctor. This position will become permanent in September 2024. The current test proctor is being trained and evaluated, but may not be the permanent choice for this role.
-

Q65

Please indicate how this goal was informed by SLO/SAO assessment results, PLO assessment results, student achievement data, or other data:

This goal was informed by DSPS yearly survey results which highlight the fact that one of the most used DSPS services is Test Proctoring. As we are seeking to have more in-person options for students, having a full-time test proctor is a necessity.

Q66

Action Steps for the Next Year:

Post job for classified position of full-time Test Proctor @ 30 hours per week for 10 months.

Q67

New classified position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

This goal will be evaluated through the yearly DSPS survey, which gathers information on DSPS services used and how students understand how these services support them reaching their education goals.

Q69

No

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Respondent skipped this question

Goal 2:

Q71

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q72

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above:

Q73

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q74

Respondent skipped this question

Action Steps for the Next Year:

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q76

Respondent skipped this question

How will this goal be evaluated?

Q77

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 20: VI. 4-Year Goals continued

Q78

Respondent skipped this question

Goal 3:

Q79

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q80

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above:

Q81

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q82

Respondent skipped this question

Action Steps for the Next Year:

Q83

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q84

Respondent skipped this question

How will this goal be evaluated?

Q85

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 21: VI. 4-Year Goals continued

Q86

Respondent skipped this question

Goal 4:

Q87

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q88

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q89

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q90

Respondent skipped this question

Action steps for the Next Year:

Q91

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q92

Respondent skipped this question

How will this goal be evaluated?

Page 23: Final Check

Q93

I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"
