

**FALL 2022**

**Student and Instructional Services DSPS Program Review**

**Annual Update Template**

**NOTE THAT ALL PROGRAM REVIEWS MUST BE SUBMITTED ONLINE VIA ONLINE SURVEY FORM.**

**THIS FORM IS PROVIDED FOR RESPONSE DRAFTING AND PLANNING PURPOSES ONLY.**

**EMAILS WITH THE LINK TO EACH SERVICE AREA’S ONLINE MODULE WILL BE PROVIDED IN FALL 2022.**

**IF YOU HAVE QUESTIONS ABOUT THE SURVEYMONKEY PROGRAM REVIEW MODULE, PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS, SUCCESS, AND EQUITY OFFICE AT (619) 660-4380 brianna.hays@gcccd.edu.**

**Service Area Overview and Update**

1. Department(s) Reviewed: DSPS

2. Lead Author: Beth Viersen

3. Collaborator(s): Brian Josephson, Rachelle Panganiban, Margaret Jones, Johnny Barner

4. Dean/Manager(s): Keith Turner

5. Initial Collaboration Date with Dean/Manager: Date your program met with your dean or manager to discuss your vision, goals, and resource needs/requests (11/18/2022)

6. Please summarize the changes, additions, and achievements have occurred in your service area since the last program review. *You can access Fall 2021 program reviews on the program review webpage.*

Cuyamaca College provides educational services and access to qualified students with documented disabilities through the DSPS office in accordance with Tile 5 and the ADA Act. DSPS assists students with disabilities by determining and providing appropriate academic adjustments related to their disabilities for them to achieve their educational goals.

The DSPS High Tech Center (HTC) is an instructional technology hub within DSPS that is designed to meet DSPS Student needs in adaptive equipment, assistive software/hardware, and alternate media. In addition, Test Proctoring is located in the HTC and gives students access to extra time on testing,

This annual review is for both the DSPS Main Office and High-Tech Center.

Changes:

* Cuyamaca College went virtual on March 2020 until Spring 2021due to COVID 19.
* Spring 2021 DSPS Main Office and High Tech Center (HTC) open to the public during operational hours.
* Now that we are back on campus, fully open for in-person services as well as continuing our remote services which is in high demand the need for additional administrative support across Categorical programs would benefit student success. Currently, the Associate Dean Position is overseeing (9) separate categorical programs some that have been well established and some are new and changing according to the CCCCO Office.
* In January of 2022 our Associate Dean was hired as the Dean of Counseling and once again we received a new Interim Associate Dean who started in February of 2022.  Changing an Associate Dean position to a Full Dean with administration support this will provide consistency and needed support over the various categorical and special programs in student services to include CalWORKs, EOPS/CARE, DSPS, HTC, Together We Rise Center, etc.
* Counseling support services are still virtual through Zoom. Limited in-person appointments
* During COVID the HTC and Test Proctoring was open to the public during operational hours. Students could access appointments virtually for certain support services whereas equipment check out was required in-person.
* Test Proctor position stayed vacant for all of 2021. The duties of the Test Proctor fell to High Tech Center Certificated Faculty.

Additions:

* Accessible digital documentation/paperwork is online for HTC, Test Proctoring, and DSPS Main Office through the DSPS Website
* Due to COVID Mandates- Hourly D/HH Interpreter was vacant for 6 months. Duties fell to the DSPS Coordinator.
* All above mentioned forms were created as accessible fillable PDF’s
* DSPS website was continuously updated to improve student access, equity and success leading to greater retention
* National Voter Registration Act (NVRA) -is online with fillable forms and resources for students with disabilities to register for upcoming elections
* Collaboration with Grossmont College Promise Program
* Collaboration with Grossmont/District- Simplicity Software
* Collaboration with Cuyamaca College/CalWORKs-Student Supplies
* HTC refresh-modifying lab layout moved forward with new accessible tables/chairs, printers, TV monitors, and computers.
* Purchased new 3-D Printer for visually impaired students

Achievements:

* In-reach and out-reach efforts working closely with Pathway Academy, Local High Schools and Transition Program. Answered telephones during Covid to assist students with questions and needs
* Registered DSPS students can schedule their own appointments for Alternate Media/Tech Assistance and Test Proctoring through the DSPS Website
* Increased awareness of DSPS online test accommodations through Canvas and Zoom for Instructional Faculty.
* Collaboration with Grossmont regarding Front Office matters, Test Proctoring and Alternate Media.
* HTC -Technology checkout (Drive-up) during first 2 weeks of school.
* Revised and updated DSPS website

**Student Learning Outcome/Service Area Outcome Assessment and Student Success**

Please refer to your service area comparison or survey reports provided by the Institutional Effectiveness, Success, and Equity Office as well as any internal data your service area collects to address the following questions. If your service area does not yet have student service access/utilization and demographic data, please contact [Brianna.Hays@gcccd.edu](mailto:Brianna.Hays@gcccd.edu).

**PDSS- Discipline-Level: 2021-2022 Success Rates by Race/Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discipline** | **Ethnicity** | **Enrollments** | **Success Rate** | **Equity Gap** |
| **PDSS** | African American/Black | 0 |  |  |
| **PDSS** | American Indian/Alaskan Native | 0 |  |  |
| **PDSS** | Asian | 0 |  |  |
| **PDSS** | Hispanic/Latino | 0 |  |  |
| **PDSS** | Middle Eastern | <10 | 57%  57%  57% |  |
| **PDSS** | Pacific Islander | 0 |  |  |
| **PDSS** | White | <10 | 33%  33%  33% |  |
| **PDSS** | Two or more | 0 |  |  |
| **PDSS** | Other/Unknown | <10 | 100%  100%  100% |  |

**PDSS 081 Course-Level: 2021-2022 Success Rates by Race/Ethnicity**

| **Course** | **Ethnicity** | **Enrollments** | **Success Rate** |
| --- | --- | --- | --- |
| **PDSS-081** | African American/Black | 0 |  |
| **PDSS-081** | American Indian/Alaskan Native | 0 |  |
| **PDSS-081** | Asian | <10 | 0%  0%  0% |
| **PDSS-081** | Hispanic/Latino | 0 |  |
| **PDSS-081** | Middle Eastern | <10 | 57%  57%  57% |
| **PDSS-081** | Pacific Islander | 0 |  |
| **PDSS-081** | White | <10 | 33%  33%  33% |
| **PDSS-081** | Two or more | 0 |  |
| **PDSS-081** | Other/Unknown | <10 | 100%  100%  100% |

Table: Created by IESE  Source: [GCCCD Information System](https://docs.google.com/spreadsheets/d/1OXz9d329uOvyVPyt3aD94RTO6iuphNskHGEVQrGiF8Q/edit?usp=sharing)  [Get the data](javascript:void(0))  Created with [Datawrapper](https://www.datawrapper.de/_/M3o6n" \t "_blank)

**Cuyamaca 2021-2022 Enrollments**

[**The 2021-2022 Enrollments Dashboard**](https://datawrapper.dwcdn.net/1a9sD/1/) contains course-level enrollment, retention, and success information for all students' enrollments in the 2021-2022 academic year.

| **Course ▲** | **Enrollments** | **Successful()** | **Successful (%)** | **D/F/NP/W (#)** | **D/F/NP/W/EW (%)** | **Not Successful (#)** | **Not Successful (%)** | **Withdrawal (#)** | **Withdrawal (%)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PDSS-081** | 13 | 6 | 46%  46%  46% | 7 | 54%  54%  54% | 0 | 0%  0%  0% | 7 | 54%  54%  54% |

Table: Created by IESE  Source: GCCCD Information System  [Get the data](javascript:void(0))  Created with [Datawrapper](https://www.datawrapper.de/_/1a9sD" \t "_blank)

* As of 2020, DSPS has not been able to offer PDSS 096- Cognitive Communications due to unwillingness of faculty member to teach the course. This class fill rate was anywhere from 90% to 100%. We have a need for this course to be offered.
* In 2021, the only course that was taught was PDSS 081-Self Advocacy for students with disabilities. This class was taught online and the fill rate has been low due to students with disabilities prefer to take re-medial classes in person. In addition, the local high schools and transition personnel have not referred students.
* DSPS Faculty need to review PDSS Curriculum and Course Offerings.

**Student Access, Learning, and Achievement**

7. Student services and administrative areas collect data in many different ways. Please discuss the access, success and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area. How did your service area use the data to improve?

**DSPS vs. all Other Students Comparison Report: Highlights 2021-2022**

DSPS African American/Black 6.1% vs. All Other Students 5.3% (still low, continuous need for outreach)

DSPS Asian/Pacific Islander 3.7% vs. All Other Students 6.0% (still low, continuous need for outreach)

DSPS Hispanic/Latino 34.7% vs. All Other Students 35.9% (maintain (within margin of error))

DSPS Female: 59.9% vs All Other Students 57.8%

DSPS Male 38% vs All Other Students 41.2% (low, continuous need for outreach)

DSPS Student age 40+ 29.3% vs All Other Students 13.1% (Older students tend to have more disabilities)

DSPS Degrees/Transfer 83.2% vs All Other Students 80.4% (\*Our Counselors Rock)

DSPS Attempted Credits 7.1 vs. All Other Students 6.6 ( DSPS students do better than traditional students)

DSPS Course Retention and Success SP high 80’s vs. All Other Students SP low 80’s (\*\*Our Counselors Rock)

DSPS GPA 3.2 vs. All Other Students 3.0 (Accommodations are awesome. Having access to assistive technology, alternate media and test proctoring have a positive impact and persistence with DSPS students)

DSPS Fall to Spring Persistence 73.5% vs. All Other Students 67.2% (\*\*\* DSPS TEAM ROCKS!)

DSPS Fall to Spring Persistence by Ethnicity Total 73.5% vs. All Other Students 67.2% (\*\*\*\*DSPS TEAM ROCKS)

*Our staff is on it. DSPS staff, Test Proctor and High Tech Center faculty follow up with students. We use MIS Data each for competitive in reach and outreach to our students, local high schools, community agencies and collaborate with Grossmont College.*

8. What did your service area learn from the transition to remote and then to hybrid (partially online/virtual and partially on campus) operations over the past few years?

* DSPS was the only and first office to start answering phones and virtual presence day 2 of the pandemic. Keeping in touch with our students is vital to their success.
* We email students regarding priority registration dates and times do walk-ins and let them know when a good time is to book appointments to do an AEP/CEP or update their accommodations during the semester.
* Counseling for students needs to be remote and in-person for flexibility and access.
* High Tech Center and Test Proctoring needed to be open for students to access computers, assistive technology, internet access, check out equipment, acquire alternate media, and for testing accommodations.

9. How will what you learned from this transition continue to help your department improve the student experience and/or improve service area operations?

* Counseling Services should continue to be both remote and in-person due to Inflation, economic downs and gas prices increases the need for flexibility and access give students with disabilities support services they need.
* Students with disabilities ask for in-person services that support their accommodations. Such as test proctoring, alternate media, equipment check out, registration assistance and canvas support.

10. What are your plans to improve equitable student access to services, operations, and/or outcomes (enrollment, matriculation, retention, persistence, graduation, etc.) in the coming year?

* Enrollment: African American/Black and Hispanic/Latino population are higher and/or maintaining vs All Other Students. We need to do outreach to our Asian/Pacific Islander population. Marketing/Advertisement in local venues outside of El Cajon. Go to where they live, have businesses, work and play.
* Student Access to Services: Disabled Student Programs and Services is an “Open Access Department” we have no caps.
* Retention and Persistence: Currently students with disabilities have academic supports such as accommodations that “level the playing field.” Statistically our student retain and persist because our Counselor’s provide an interactive process with the student. Through Disability Management/ Educational Limitations which creates an individualized plan to the students instead of a one size fits all.
* Continue to offer online and in person support students’ accommodations, such as test proctoring, alternate media, equipment check out, registration assistance and canvas support.
* Continue to offer online and in person support for students to update their AEP and CEP, academic accommodations, and follow up services.
* If a student is able to meet with DSPS services personnel (staff and/or faculty) increases their chances of success. Success breeds retention, retention breeds persistence, persistence breeds GRADUATION (SUCCESS)

*Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.*

**Service Area Assessment**

**For assistance with SLOs/SAOs, please contact SLO Coordinators Tania Jabour at** [**tania.jabour@gcccd.edu**](mailto:tania.jabour@gcccd.edu) **and Rachel Polakoski at** [**rachel.polakoski@gcccd.edu**](mailto:rachel.polakoski@gcccd.edu)**. For assistance with TracDat, please contact Heyley Aubrey at** [**heyley.aubrey@gcccd.edu**](mailto:heyley.aubrey@gcccd.edu)**.**

**Additional resources are provided on the** [**Learning Outcomes and Assessment webpage**](https://www.cuyamaca.edu/college-info/planning/outcomes-assessment.aspx)

11. Has your department updated its Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) since 2020?

Yes  No, please describe the department’s plan to update them

Plan to update during DSPS Retreat in April or May of 2023 to work on SAO’s and SLO’s.

12. Does your service area have a current [SLO/SAO assessment plan](https://docs.google.com/document/d/1Nz1zdJAdL_bzQ3z8ACXj5xzznOhYZx0I/edit?usp=sharing&ouid=113087740607092468438&rtpof=true&sd=true)?

Yes  No, please describe your plan to update it

The plan is to update during our retreat in April or May of 2023 to work on SAO’s and SLO’s.

13. Which SLOs/SAOs will you assess this academic year?

|  |  |
| --- | --- |
| **2022 DSPS Survey All Students** | |
| “Students will be able to explain their disability-related needs to others on campus (i.e., instructors, counselors, and staff).” | 77% |
| “Students will be able to identify the services that are appropriate to accommodate their disability.” | 71% |
| “Students will be able to utilize disability-related accommodations to achieve their educational goals.” | 69% |
| I use Cuyamaca’s DSPS webpage to learn about DSPS services | 56% |

In partnership with the Institutional Effectiveness, Success, ad Equity (IESE) department DSPS has conducted a DSPS survey to uncover data to improve the student experience. In development of the DSPS survey, there were data points that we assessed through the DSPS survey annually since 2017. Collectively, we are maintaining the current SLO’s an SAO’s until we meet in 2023 to revise.

|  |  |
| --- | --- |
| **2022 DSPS Survey Latino/a/x** | |
| “Students will be able to explain their disability-related needs to others on campus (i.e., instructors, counselors, and staff).” | 70% |
| “Students will be able to identify the services that are appropriate to accommodate their disability.” | 55% |
| “Students will be able to utilize disability-related accommodations to achieve their educational goals.” | 60% |
| I use Cuyamaca’s DSPS webpage to learn about DSPS services | 55% |

|  |  |
| --- | --- |
| **2022 DSPS Survey Middle Eastern** | |
| “Students will be able to explain their disability-related needs to others on campus (i.e., instructors, counselors, and staff).” | 83% |
| “Students will be able to identify the services that are appropriate to accommodate their disability.” | 67% |
| “Students will be able to utilize disability-related accommodations to achieve their educational goals.” | 67% |
| I use Cuyamaca’s DSPS webpage to learn about DSPS services | 63% |

14. What are you learning as you engage in SLOs/SAOs assessment in your department?

As a department we need to come up with a plan of action to address both the Latino and Middle Eastern population on how to explain, identify and how to utilize services and the website. We need to hire (2) additional adjuncts one Latino and one Middle Eastern to boost support and “level the playing field” with students who have a disability.

**Previous Goals: Update**

**For each of your program’s goals (as noted in your Fall 2021 program review annual update), please provide a goal status update and, if applicable, the results of these actions. For a list of active goals as of Fall 2021, visit the program review website to access the Previously Submitted Program Reviews Fall 2021 Program Reviews page.**

Previous Goal 1: Workability

Goal Status

In Progress - will carry this goal forward into next year

Completed

Not Started

Deleted

***If Deleted or Completed:***

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

Goal 1: Workability. This was intended to be a joint effort between Grossmont/Cuyamaca College and Department of Rehabilitation. Grossmont said they had a robust Career Center and did not really need a Workability Program. DOR has decreased their funding for Workability Programs as of 09-30-22. Recently there is funding for pilot programs geared towards 16 to 21 year olds. In discussion with Cuyamaca College Career Center for joint adventure.

***If Continuing (Not Started or In Progress):***

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

Goal 1: Workability. This was intended to be a joint effort between Grossmont/Cuyamaca College and Department of Rehabilitation. Grossmont said they had a robust Career Center and did not really need a Workability Program. DOR has decreased their funding for Workability Programs as of 09-30-22. Recently there is funding for pilot programs geared towards 16 to 21 year olds. In discussion with Cuyamaca College Career Center for joint adventure.

Link to 2022-2028 College Strategic Goal (Which College Strategic Goals does this department goal most directly support?) (**C*heck only one***)

Increase equitable access (enrollment)

Eliminate equity gaps in course success (passing grade in class)

Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

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

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).*

Discovery in process (working with Cuyamaca Career Center, Grossmont Unified High School District and DSPS).

What resources, if any, are needed to achieve this goal? 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.

New faculty position [link to request form]

New classified position [link to request form]

Technology [link to request form]

Facilities renovation [link to request form]

Supplies, equipment, and/or furniture [link to request form]

Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_ [link to request form]

This is a grant from the Department of Rehabilitation (DOR). Will need to coordinate their process with GCCCD foundation. Presently in the discovery process.

(Repeated as needed)

Previous Goal 2:

Leveraging physical and technology resources

Goal Status

In Progress - will carry this goal forward into next year

Completed

Not Started

Deleted

***If Deleted or Completed:***

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

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***If Continuing (Not Started or In Progress):***

Meeting in November of 2022 with Grossmont College and District IT for discovery call

Link to 2022-2028 College Strategic Goal (Which College Strategic Goals does this department goal most directly support?) (**C*heck only one***)

Increase equitable access (enrollment)

Eliminate equity gaps in course success (passing grade in class)

Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

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

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).*

An Ad Hoc Request was submitted last year to implement simplicity a software program specifically for DSPS Office, Test Proctoring and HTC. This will be paid through restricted DSPS Funds.

What resources, if any, are needed to achieve this goal? 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.

New faculty position [link to request form]

New classified position [link to request form]

Technology [link to request form] *submitted ad-hoc form Spring 2022 in order to get where we are with the process*

Facilities renovation [link to request form]

Supplies, equipment, and/or furniture [link to request form]

Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_ [link to request form]

Goal Status

In Progress - will carry this goal forward into next year

Completed

Not Started

Deleted

***If Deleted or Completed:***

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

**New Goals**

If your program is proposing any new goals ***for the remainder of your program review cycle (up to your next Comprehensive Program Review)***, please state the new goal(s), summarize key action steps for the next year, and describe your plan to evaluate the outcomes/results of these actions.

New Goal 1: Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities.

Link to 2022-2028 College Strategic Goal: Which College Strategic Goal does this department goal most directly address? (**C*heck only one***)

Increase equitable access (enrollment)

Eliminate equity gaps in course success (passing grade in class)

Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

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

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

The above goal gives DSPS adequate staffing for Federal (ADA & Section 504 Rehabilitation Act), State (Title V) mandates along with equity/access to accommodations and reporting measures. Recently, DSPS had a Technical Site Visit in September of 2022 from the CCCCO office that address the need to hire a Deaf/Hard of Hearing Scheduler.

In addition, CalWORKs and EOPS were able to hire a Program Specialist in both of their programs. As the Coordinator of DSPS I have had several conversations with the former VPSS on how unequitable the workload on the current classified staff is in DSPS Main Office. For Example, increase workload such as; NRVA- Voter Registration for students with disabilities, College Promise Program, New Software Implementation-Simplicity, Personal Attendant forms, Vendor Contracts and Budgeting.

Attached are both job descriptions.

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.

New faculty position [link to request form]

New classified position [link to request form]

Technology [link to request form]

Facilities renovation [link to request form]

Supplies, equipment, and/or furniture [link to request form]

Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_ [link to request form]

**RESOURCES NEEDED TO ACHIEVE PROGRAM GOALS**

**Faculty Resource Needs**

*Contact Person: Alicia Munoz (*[*alicia.munoz@gcccd.edu*](mailto:alicia.munoz@gcccd.edu)*)*

***Link to Faculty Position Request Form- One form must be submitted for each request***

*Please submit an electronic Faculty Position Request Form for each position your department is requesting. A copy of the request form is posted to the* [*Program Review webpage*](https://www.cuyamaca.edu/about-cuyamaca-college/planning/program-review.php) *(under the Staffing Request Information menu) for planning purposes.*

## **Classified Staff Resource Needs**

*Contact Person: Jessica Robinson* ([jessica.robinson@gcccd.edu](mailto:jessica.robinson@gcccd.edu))

***Link to Classified Position Request Form- One form must be submitted for each request***

*Please submit an electronic Classified Position Request Form for each position your department is requesting. A copy of the request form is posted to the* [*Program Review webpage*](https://www.cuyamaca.edu/about-cuyamaca-college/planning/program-review.php) *(under the Staffing Request Information menu) for planning purposes.*

**Technology Resource Needs**

*Contact Person: Jodi Reed (*[*jodi.reed@gcccd.edu*](mailto:jodi.reed@gcccd.edu)*)*

***Link to Technology Request Form- One form must be submitted for each request***

**Supplies, Equipment & Other Resource Needs**

*Contact Person: Nicole Salgado (*[*nicole.salgado@gcccd.edu*](mailto:nicole.salgado@gcccd.edu)*)*

***Link to Supplies, Equipment & Other Resources Request Form-One form must be submitted for each request***

**Facilities Resource Needs**

*Contact Person: Francisco Gonzales (*[*francisco.gonzalez@gcccd.edu*](mailto:francisco.gonzalez@gcccd.edu)*)*

***Link to Facilities Request Form- one form must be submitted for each request***

**Have you completed all of the other sections of this program review?**

**X** Yes ☐ No