



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - DSPS

(Goal 1)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Leveraging physical and technology resources to improve accessibility for DSPS students. (X)
- **Eliminate Equity Gaps in Course Success:** Leveraging physical and technology resources to improve accessibility for DSPS students. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Leveraging physical and technology resources to improve accessibility for DSPS students. (X)
- **Increase Completion and Eliminate Equity Gaps:** Leveraging physical and technology resources to improve accessibility for DSPS students. (X)

Summary of Progress or Results

Summary Date: 12/09/2025

Summary of Progress or Results: In the beginning of 24/25 DSPS was making progress toward goal #1: Leveraging physical and technology resources to improve accessibility for DSPS students. Specifically, we have updated assistive technology subscriptions:

Fusion: good through 5/31/2026

Kurzweil: good through March 2026

Dragon Naturally Speaking is update to Version 16 and 2 licenses are available.

Otter AI: 50 licenses

Purchased 2 new computer for the High Tech Center

Purchased 3 new laptops

Unfortunately, the Alternate Media/Assistive Technology Specialist resigned June 2025. That position remains vacant at this time, but is in active recruitment as of December 2025. As a result, Cuyamaca DSPS is not currently providing the service of alternate media and provides minimal assistive technology services to students. While DSPS has the technology available, there is no assistive technology specialist available to teach students how to utilize the software.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

What resources, if any, are needed to achieve this goal? (Select all that apply): New classified position

Action steps for this academic year.:

In active recruitment for an Assistive Technology Specialist as of December 2025.

(Goal 2)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)
- **Eliminate Equity Gaps in Course Success:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)
- **Increase Completion and Eliminate Equity Gaps:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)
- **Increase Hiring and Retention of Diverse Employees:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)

Summary of Progress or Results

Summary Date: 12/09/2025

Summary of Progress or Results: August 2025 DSPS hired a part-time hourly certified deaf interpreter as a professional expert to conduct DHH scheduling.

Reporting Period: 2025 - 2026

Status: Completed

What resources, if any, are needed to achieve this goal? (Select all that apply): New classified position

Action steps for this academic year.:

Currently the DHH scheduler is staffed with a part-time hourly professional expert. DSPS wants to institutionalize the DHH scheduler position to avoid future gaps in services for DHH students.

Service Area Overview and Update

Lead Author

Rachelle Panganiban

Collaborator(s)

Johnny Barner, Margaret Jones, Jennifer Moore

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

Rachelle Panganiban is the lead author for 25/26 Annual Program Review. The lead author attended Nuventive training with Bri Hays, Data training with Kate Cabral, and SLO training with Rachel Polakowski & Tanya Jabour. Feedback from faculty and staff on program review goals, data, and technology updates were obtained via one-on-one/group meetings and e-mail updates/inquiries. SAO, program goals, and related action steps were created collaboratively with all full-time faculty.

Dean/Manager(s)

Dr. Sade Burrell Associate Dean of Student Services and Special Programs

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

Rachelle Panganiban is the lead author and has 100% reassigned time in October and November 2025 as acting DSPS Coordinator. The DSPS Coordinator meets weekly with the Dean to discuss department needs. During those weekly meetings, the lead author provides updates on the program review related trainings attended, on the writing progress of program review, and obtains feedback on program goals and vision.

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

DSPS has experienced significant staffing changes during the 24/25 academic year. Staffing inconsistencies have created challenges in maintaining continuous and reliable service delivery. For instance, the Alternate Media/Assistive Technology Specialist resigned June 2025. That position remains vacant despite efforts to fill it, due to ongoing hiring challenges within the Personnel Commission, which is responsible for hiring all non-faculty personnel. As a result, Cuyamaca DSPS is not currently providing the service of alternate media and provides minimal assistive technology services. Specifically, DSPS has assistive technology hardware available to check out for students and the High Tech Center has assistive technology software on the computers, but there is no assistive technology specialist available to teach students how to utilize the software.

Other changes in staffing include a new full-time test proctor hired March 2025. As a stopgap prior to the full-time test proctor position, DSPS had a part-time hourly substitute serve as test proctor with limited hours. Additionally, the DSPS Faculty Coordinator retired effective 8/1/2025. This left a gap in services due to the two full-time counselors alternating as acting DSPS Faculty Coordinator resulting in less counseling appointment availability overall. The DSPS Faculty Coordinator is not yet out for hire as administration wants to negotiate to change the position to a DSPS Director. DSPS faculty and staff are not in agreement with this proposed change and want to continue the same structure with a DSPS Faculty Coordinator.

Grossmont College has a full-time DSPS Interpreter Coordinator responsible to interpret, organize, schedule, assign, and review interpreter services and activities as well as supervise and evaluate the performance of interpreting services. Cuyamaca College DSPS does not currently have, nor has it ever had, an equivalent position in place. Over the past 18 years, services for Deaf and Hard-of-Hearing (DHH) students at

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Cuyamaca College have been inconsistent and fragmented, lacking the continuity and comprehensive support necessary to fully meet student needs. See the history of DHH support at Cuyamaca College DSPS:

- 2008: DHH Scheduling completed by a combination of faculty & staff (w/o fluency in ASL)
- 2011: Grossmont's DSPS Interpreter Coordinator was given stipend to conduct DHH scheduling for Cuyamaca DHH Students.
- 2012: CCCCO DSPS Technical Assistance Visit 2012 key takeaway: college effort funding to support DHH services
- 2013: Cuyamaca College was given directive to no longer utilize Grossmont's DSPS Interpreter Coordinator to manage Cuyamaca DHH services for students.
- 2013-2022: DHH Scheduling completed by a combination of faculty & staff (w/o fluency in ASL)
- 09/2022: CCCCO DSPS Technical Site Visit key takeaway: Recommendation that the district hire Interpreting Services Coordinator to coordinate all DHH Services at both Cuyamaca and Grossmont Colleges.
- 08/2022-08/2024: Part-time hourly certified interpreter conducted DHH Scheduling
- 09/2024-07/2025: DHH Scheduling completed by Associate Dean of Student Services and Special Programs (w/o fluency in ASL)
- 08/2025-present: Part-time hourly CDI Interpreter hired as Professional Expert to conduct DHH Scheduling

Cuyamaca College DSPS endorses the CCCCO Technical Site Visit recommendation to create a District-level Interpreter Coordinator to oversee DHH services for both Cuyamaca and Grossmont colleges.

Attach Related Documents - Service Area Overview and Update

[TA Report Cuyamaca April 13-2012.docx](#);
[GCCCD TA Visit report 9.20.2022 \(5\).docx](#)

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

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?

The demographic comparison report of DSPS and all other students for 24/25 was primarily utilized for the annual program review as well as the 23/24 data to use as comparison to track improvement/decline. Also included in the data is the DSPS student survey from Fall 2024 that was provided in two languages (English & Spanish).

Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Reviewing the past year (24/25), 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 African American/Black students at a significantly higher rate in comparison to college-wide demographics at an average of 7.1% - 4.95% respectively. This trend has remained consistent since the last two comprehensive program reviews in Spring 2020 and Fall 2023. However, the data tells a different story in regards to demographics for 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 35.4% over the 24/25 academic year. Whereas the Hispanic/Latino student population within DSPS in the 24/25 academic was approximately 33.05%. While we are close, 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 3.4% for the 24/25 academic year when compared with the college-wide student demographics for the same time period averaging 6.4%. 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

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college-wide counterparts. One way we can do that is by partnering with Puente and other student clubs to advertise DSPS services college-wide. 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 20.9% for the 24/25 academic year in comparison to the college-wide data that places the under 20 population at an average of 30.95% for the same time frame. This data underscores the need for DSPS to strengthen partnerships with our Grossmont Union High School District (GUHSD) feeder schools and improve outreach efforts with high school transition programs.

When disaggregating the data by ethnicity, the data revealed another important achievement for DSPS specifically in the areas of success and retention. For 24/25 the success rates for African American/Black students averaged 80.45% in comparison with college-wide success rates for the same demographic at an average of 72%. The retention rate for 24/25 African American/Black students averaged 92%, compared to college-wide retention rate at an average of 85.8%. The data also revealed an achievement in the area of success for the Hispanic/Latino student group that averaged 76.3% success rate in comparison to the college wide average for the same group at 75.95%. The retention rate for 24/25 Hispanic/Latino student group was an average of 91.4% compared to the college-wide average retention rate of 89.8%. This data suggests that DSPS is doing a great job supporting the learning and retention of these two student groups.

Related Documents - Student Access, Learning, and Achievement

[cuyamaca-dsps-automated-comparison-report-2024-2025.pdf](#)

Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

Yes

Which SLO/SAOs did you assess in the last year?

SLOs for PDSS 096 Cognitive Communication Skills were assessed Spring 2025.

PDSS 096:

SLO 1- Identify cognitive communication skills and describe effect of limitations based on completed evaluation of selection through student inventory. > Assessed Spring 2025

SLO 2- Independently identify and demonstrate application of cognitive communication compensatory strategies functionally during specific projects and exercises. > Assessed Spring 2025

SAO 1- Increase enrollment and usage of DSPS among Latinx students to achieve parity with the demographics of the campus population and larger community.

SAO 1 was assessed last year and determined that the SAO was met within a 3-point margin. Current data outlines college-wide student demographics show the Hispanic/Latino student group at an average of 35.4% versus the DSPS Hispanic/Latino population at an average of 33.05%. While we are close, DSPS still wants to track this student group to ensure our numbers slowly increase and at least maintain at their current standing. In addition to tracking this student group, DSPS wants to also increase access for the Asian/Pacific Islander student group as we show a significant gap for access at 3/4% versus the college-wide average at 6.4% for the 24/25 academic year. As a result, SAO 1 will be update to the following:

If you responded no above, please describe the department's plan to update SLOs/SAOs.

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If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

PDSS 085 Adapted Computer Basics currently has two SLOs that are out dated: SLO 1- Prepare Word documents and PowerPoint demonstrations & SLO 2- Evaluate various modes of assistive technology for one's academic adjustment needs. DSPS faculty will meet to discuss and update SLOs for PDSS 085 Adapted Computer Basics that align with current technologies and DSPS department-wide goals. Faculty will then update the SLO via the curriculum process.

PDSS 081 Self-Advocacy has three SLOs: SLO 1- Develop self-awareness and self-empowerment as related to their strengths and personal disability. SLO 2- Identify appropriate resources to meet students' specific needs. 3. SLO 3- Demonstrate appropriate self-advocacy skills through the use of written and oral language communication techniques. All three SLOs assessments were completed this Fall 2025.

The DSPS department assessed one of the current three SAOs in 24/25. The current SAOs for DSPS are the following:

SAO 1- Increase enrollment and usage of DSPS among Latinx students to achieve parity with the demographics of the campus population and larger community.

SAO 2- Revise test proctoring processes for the online virtual environment and increase use of the service among eligible students.

SAO 3- How are student with disabilities utilizing DSPS High Tech Center services to support their academic success.

SAO 1 was assessed last year and determined that the SAO was met; however, the team still wants to track this student group for access to ensure that we reach parity with college-wide trends. The DSPS team is exploring updating the SAO 1 to something more generalized, like increase enrollment and usage of DSPS among underrepresented student groups to achieve parity with the demographics of the campus population and larger community.

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

One outcomes and assessment project that the DSPS department completed last year was the DSPS student survey in Fall 2024. This DSPS survey established benchmarks using qualitative data to start a conversation on how we can provide better access and services to students with disabilities. Using the data as an initial phase of program assessment allowed us to guide our subsequent planning efforts. The goal is to be in a continuous improvement cycle guided by data.

Related Documents - Service Area Assessment

[cuyamaca-dsps-student-survey-results-2024fa.pdf](#);

[cuyamaca-dsps-student-survey-latine-results-2024fa.pdf](#)

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.

Yes - Review and feedback complete

Feedback

Overall, the program review is well written and clearly identifies both areas of strength and opportunities for growth. In particular, the work being done to serve our Latine students reflects meaningful progress. In the future, it would be helpful to explore what is contributing to the high level of engagement and enrollment among these students and whether similar strategies can be applied to other populations we serve. Additionally, the success and retention rate for Black students in DSPS is 80.45%, compared to the campus-wide rate of 72%. In the next comprehensive review, it would be valuable to examine more closely what factors are contributing to these strong outcomes. DSPS continues to thrive in serving historically marginalized populations.

You also noted that PDSS 085 currently has two outdated SLOs that will be addressed and updated in collaboration with faculty. This is encouraging, and I look forward to seeing the revised SLOs.

As a staffing update, we have completed interviews for the Alternate Media Specialist position and anticipate the new hire will begin at the start of the year. Additionally, as of December 2025, we temporarily developed a solution for our DHH position by rehiring a professional expert under a position that is not considered a classified professional. I will work with my supervisor to complete a DHH Position audit to present to the college to formalize a permanent solution for the position. This would align with the CCCCO DSPS Technical Site Visit recommendation that the district hire an Interpreting Services Coordinator to coordinate all DHH services at both Cuyamaca and Grossmont Colleges. In addition, recruitment for the DSPS Director position is expected to begin in late spring.