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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Cuyamaca College provides educational services and access to qualified students with documented disabilities through the Disabled Students Programs and Services (DSPS) office in accordance with Title 5 and the Americans with Disabilities Act. DSPS 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 DSPS High Tech Center (HTC) is an instructional technology hub within DSPS that is designed to meet the needs of students with disabilities in adaptive equipment, assistive technology, and alternate media. This comprehensive program review will examine DSPS to include both the DSPS Main Office and the DSPS High Tech Center.

Q2 Lead Author and Collaborators:

Lead Author: Rachelle Panganiban
Collaborators: Beth Vierson, Brian Josephson, Margaret Jones, Johnny Barner

Q3 Dean/Manager:

Associate Dean of Student Services and Special Programs: Agustin Orozco

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

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.

Q5 Describe how your service area supports the College's mission:

The four key priorities in support of Cuyamaca College's mission include acceleration, guided student pathways, student validation and engagement, and organizational health. DSPS supports the college mission across all four key strategic priorities.

Strategic priority one is Acceleration. DSPS provides support to students with disabilities enrolled in accelerated Math, English, and ESL by way of academic adjustments. Typical academic adjustments provided by DSPS to support student learning are priority registration, note-taking notebooks, recording lectures, test-proctoring, assistive technology, and adaptive equipment. These individualized academic adjustments provide students with the tools they need to succeed in all courses including accelerated Math, English, and ESL courses. In fact, in our 2017 DSPS survey 71% of respondents agreed or strongly agreed with the statement, "I use my disability-related academic adjustments to achieve my educational goals". In our 2018 DSPS survey that number increased to 75%. Additionally, DSPS has been working with the Institutional Effectiveness, Success, and Equity (IESE) department to obtain data on DSPS student course success rates in accelerated courses. Initial results are promising in accelerated English 120/20 with DSPS student course success rate at 78% in comparison to their nondisabled peers with a 75% course success rate. However, when disaggregating the course success data in accelerated courses by race/ethnicity the data suggests there is some work to be done to close equity gaps for disproportionately impacted student populations.

Strategic priority two is Guided Student Pathways. DSPS supports this priority by providing wrap around services for students with disabilities in collaboration with instructional faculty and other student services departments. Some of the indicators for Guided Student Pathways are persistence rates of first-time students and percentage of students who complete a comprehensive education plan within one year of enrolling at the college. In the comparison reports DSPS fall-to-spring persistence rates display promising results for students participating in DSPS with fall-to-spring persistence rates for DSPS students at an average of 72% between the academic years of 2015/2016-2018/2019, versus all other nondisabled students with an average fall-to-spring persistence rate of 63%. As part of DSPS's comprehensive services, DSPS also includes semester and comprehensive education plans for new DSPS students. In fact, in the DSPS survey students reported that the most commonly used services included personal and academic counseling. This data demonstrates that our department's well-established model for high-tough, integrated services in collaboration with other departments could serve as a model for Guided Pathways student success teams.

Strategic priority three Student Validation & Engagement indicators include percentage of students developing meaningful connections on campus and student satisfaction with support services. DSPS provides support to this priority through our high-touch, integrated services focused on early interventions and multiple touch points throughout students' college career at Cuyamaca. The touch points begin from the initial DSPS intake to follow up career/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 DSPS faculty and staff multiple opportunities to build meaningful connections throughout students' college career at Cuyamaca facilitating our ability to engage in early intervention with our student population.

Strategic priority four is Organizational Health. DSPS provides support to this priority by providing professional development opportunities for faculty and staff to learn more about students with disabilities, the DSPS program, and how to provide support to students with disabilities both inside and outside of the classroom setting. Some of the opportunities DSPS has provided to faculty and staff consist of professional development workshops, instructional department presentations, annual DSPS Advisory Committee, involvement in the new faculty orientations, ambassador training, and participation in shared governance committees to advance the impact of resources on student success and equity.

Q6 Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:

Steps to update DSPS catalog description: 1. DSPS faculty meet to update catalog description 2. Provide catalog update to Associate Dean (Agustin Orozco) 3. Associate Dean to provide catalog update to Instructional Operations Supervisor (Julie Kahler) The current 2019/2020 catalog description for DSPS is not up-to-date and accurate. In fact, the catalog description has not been reviewed and updated since 2007/2008. This was a great opportunity to recognize the need for Cuyamaca DSPS to engage in a regular process for review of all DSPS materials. The DSPS department commits to review DSPS materials in the Annual Program Review rotating between DSPS main office materials one year and DSPS HTC materials in the following year. The catalog description will be updated to the following: Cuyamaca College provides educational services and access to qualified students with documented disabilities through the Disabled Students Programs and Services (DSPS) office in accordance with Title 5 and the American with Disabilities Act. DSPS increases opportunities for access, success, and inclusive learning environments to students with disabilities so they may participate fully and equitably in college programs and campus life. Participation in DSPS is voluntary and confidential. DSPS Main Office One Stop Center, Room A-113 900 Rancho San Diego Parkway El Cajon, CA 92019-4369 Phone: 619-660-4239 Fax: 619-660-4055 DHH Videophone: 619-567-4275

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **Yes**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Yes**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Yes**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

DSPS has the following courses listed in the Cuyamaca College catalog. Courses with an asterisk are currently offered in the class schedule on a regular basis; only these courses will be included in the SLO analysis.

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*

PDSS 081 was not offered the previous four academic years (2015/2016-2018/2019). There are three active SLOs that have yet to be assessed; however, PDSS 081 is offered this spring 2020 and SLOs will be assessed upon completion of the semester. Previous SLO assessment results from before 2015/2016, indicate that the assessment plan for measuring the SLOs are outdated and needs updating to match the current outline. The previous criterion for assessing the PDSS 081 SLOs were too specific to an individual instructor's methods and need to be broadened for multiple faculty teaching PDSS 081 with the new required text.

PDSS 085 was only offered once over the previous four years in spring 2016. There are two active SLOs that were last assessed on 1/12/2017. While enrollments were low at only seven enrollments, assessment results show that SLOs for PDSS 085 were met. 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 were made to emphasize skill development in Microsoft Word and PowerPoint as a result of student demand and relevance of those applications in other college courses.

PDSS 090ABCD has three active SLOs that were last assessed on 2/12/2018. The assessments resulted in mixed findings. PDSS 090A was offered spring 2016 and fall 2017, PDSS 090C was offered fall 2016, and PDSS 090D offered spring 2017. This course has three active SLOs: 1. Demonstrate knowledge of various learning strategies using practical applications in class and on assignments 2. Utilize the strategies and techniques learned in class to improve academic performance across a spectrum of content areas. 3. Incorporate various strategies to effectively study and improve academic performance. The SLO assessments resulted in mixed findings over the previous four years due to low enrollments.

PDSS 096 has been offered consistently every semester over the past four years (2015/2016-2018/2019). 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. In general, results indicate that students are consistently meeting the SLOs for PDSS 096. The exception was spring 2017 which had a number of students enrolled in the high school transition program, and that program experienced procedural challenges with regards to student aides.

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

The current SLO data gathering across our PDSS courses has room for improvement. With more targeted course assessment plans we can expand the data needed to better assess student learning. One major takeaway from the PDSS SLO assessment results is that DSPS faculty will have to work together to update criterion for assessing SLOs for all of the PDSS courses in order to more accurately measure our SLOs. Initial steps to take in order to make learning outcomes and assessments more meaningful will be for DSPS faculty to engage in a deep dive of our PDSS course outlines, course assessment plans, methods of assessment, and criterion. Then it would be fruitful to come up with a more well-defined SLO assessment cycle across all PDSS courses to ensure regular review of our courses.

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Over the past five academic years (2014/2015-2018/2019) the success rate across all PDSS courses averaged 77%. There was a dip in success rates in the 2016/2017 academic year. The data also revealed that our fall course success rates are lower than that of the spring courses. This informs us that there is an opportunity to look at the data more closely in order to identify the source of the lower course success rates in the fall terms. Previously PDSS 090 was offered as PDSS 090ABCD, this made data tracking for the course more challenging. As a result, DSPS faculty made the decision to combine PDSS 090ABCD into PDSS 090 repeatable up to four units. This change in curriculum will streamline both data tracking across all student success indicators as well as streamline curriculum updates in the future.

PDSS Course Success Rates (average across all PDSS Courses):

Fall 2014	76%	Spring 2015	73%
Fall 2015	86%	Spring 2016	86%
Fall 2016	59%	Spring 2017	60%
Fall 2017	67%	Spring 2018	90%
Fall 2018	85%	Spring 2019	90%

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

In review of the previous five years, the course success rate across all PDSS courses is approximately 77%; this is on target for the College's goal to reach 77% overall course success rate by 2024. The DSPS department will contribute to Cuyamaca College's goal by improving upon our PDSS course success rate through course improvements that are driven by data and assessment. As a result, DSPS faculty formed a goal to reach a PDSS course success rate of 80% by 2020-2021. To achieve this goal, DSPS faculty will also continue to explore additional opportunities for growth. Some of the professional development activities that DSPS faculty will continue to engage in include the annual California Association for Postsecondary Education and Disability (CAPED) conference, DSPS-related Webinar training from the Chancellor's Office, CSUN Assistive Technology Conference, the EdTech conference, American Speech and Hearing Association (ASHA), California Speech and Hearing Association (CSHA), and the Association on Higher Education and Disability (AHEAD) conference. Recently, DSPS made curriculum changes to offer PDSS courses through distance education. DSPS faculty will also commit to engage in professional development opportunities to improve upon our distance education PDSS courses to ensure that our online students experience the same course success rates as their face-to-face counterparts.

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

The major equity gaps across PDSS courses were identified in Black/non-Hispanic and Hispanic/Latinx student groups. The target group (i.e., White/Non-Hispanic) had an average course success rate of 82%. This is in contrast to the Black/non-Hispanic student group with an average course success rate of 54% and Hispanic/Latinx at 63%. This data suggests that we have some work to do to close equity gaps for our disproportionately impacted student groups.

White Non-Hispanic PDSS Success Rates:
Fall (2014-2018)   Average   80%
Spring (2014-2018) Average   84%

Black/non-Hispanic PDSS Success Rates:
Fall (2014-2018)   Average   36%
Spring (2014-2018) Average   72%

Hispanic/Latinx PDSS Success Rates:
Fall (2014-2018)   Average   62%
Spring (2014-2018) Average   64%

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

The equity gaps found for Black/non-Hispanic and Hispanic/Latinx student groups within PDSS courses are repeated in college-wide data when disaggregating course success rates by race/ethnicity. However, the equity gaps for Black non-Hispanic and Hispanic/Latinx students is more pronounced in our PDSS courses dipping to a low of 36% success rate for Black/non-Hispanic students in fall PDSS courses. This trend may suggest institutional-wide policies, practices, or procedures that contribute to the achievement gaps for these student populations that are repeated within our PDSS courses. Additionally, low enrollments for the Black/non-Hispanic and Hispanic/Latinx populations within our PDSS courses could also be a contributing factor for the low course success rates. In fact, between fall 2014-spring 2019 PDSS courses had 32 enrollments for Black/non-Hispanic students, Hispanic/Latinx students had 54 enrollments, which are in stark contrast to White/non-Hispanic students with 204 enrollments between the same time frame. This data underscores an opportunity for PDSS to review our department level and course level policies, practices, or procedures that may be contributing to these inequitable outcomes for our students, as well as opportunities to incorporate more culturally relevant curriculum within our PDSS courses.

College-wide Success Rates- Black/non-Hispanic:
Fall (2014-2018)   Average   68%
Spring (2015-2019) Average   63%

PDSS Success Rates- Black/non-Hispanic:
Fall (2014-2018)   Average   36%
Spring (2015-2019) Average   72%

College-wide Success Rates- Hispanic/Latinx:
Fall (2014-2018)   Average   68%
Spring (2015-2019) Average   70%

PDSS Success Rates- Hispanic/Latinx
Fall (2014-2018)   Average   62%
Spring (2015-2019) Average   64%

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

To address the PDSS equity gaps in the 2020/2021 academic year, DSPS faculty will explore professional development opportunities focused on equity. Specifically providing incentives for DSPS faculty to participate in equity-minded professional development activities to enhance student validation and engagement for disproportionately impacted student groups within our PDSS courses. Some of the equity minded opportunities available for faculty include Teaching Men of Color, Equity-Minded Teaching and Learning Institute, and conferences like National Conference on Race and Ethnicity (NCORE). Other opportunities include partnering with Umoja Scholars and Pathway Academy to improve enrollments for Black/non-Hispanic and Hispanic/Latinx student groups in our PDSS courses. Finally, DSPS faculty will commit to an on-going cycle of review of our policies, practices, and procedures in order to identify any possible exclusionary practices at the DSPS department and course level, as well as obtain training on how to effectively incorporate culturally relevant curriculum within our PDSS courses.

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

The steps we are taking to address equity gaps across our PDSS courses align with our long-term department goals. The DSPS department has two goals: 1. Establish a Workability III program at Cuyamaca College 2. Increase access by leveraging technology and physical resources. Establishing a Workability III program at Cuyamaca College falls in line with the Guided Pathways efforts by contributing to the number of students earning community college credentials, while focusing efforts on disproportionately impacted student groups. One of the steps DSPS will take to address equity gaps is partnering with Umoja Scholars and Pathway Academy to increase access to our DSPS department and PDSS courses. This aligns with our department goal to increase access by leveraging technology and physical resources. Our long-term department goals are equity-minded and underscore our department's dedication to student success, closing equity gaps, and providing students with comprehensive, integrated services to reach their goals.

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?   **Yes**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?   **No**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?   **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?   **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:   **Respondent skipped this question**

Q37 Degree/certificate #11:   **Respondent skipped this question**

Q38 Degree/certificate #12:   **Respondent skipped this question**

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the   **Respondent skipped this question**
needs of students, and/or articulation with four-year
institutions?

Q40 Are there any changes planned if the   **Respondent skipped this question**
degrees/certificates are not meeting these needs?

Q41 Can students complete the degree/certificate   **Respondent skipped this question**
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a   **Respondent skipped this question**
4-year cycle?

Q43 Are the PLOs in the catalog an accurate reflection of   **Respondent skipped this question**
the department or discipline's current learning objectives?

Q44 Are the PLOs mapped to the course SLOs?If you   **Respondent skipped this question**
require assistance, please contact Madison Harding in
the IESE Office at madison.harding@gcccd.edu

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?   **Yes**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

In review of the previous four academic years (2015/2016-2018/2019), the DSPS department demographics for Black non-Hispanic students is similar to college-wide demographics for the same student group. In fact, DSPS is serving on average more Black non-Hispanic students at about 6.76% 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/Latinx student population. College-wide student demographics show the Hispanic/Latinx student population as the second largest population at Cuyamaca College at an average of 33%. Whereas the Hispanic/Latinx student population within DSPS is approximately 28.96%. This suggests that DSPS has some work to do to increase access to our program for the Hispanic/Latinx student group.

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 16% since 2015/2016 in comparison to the college-wide data that places the under 20 population at approximately 26.96% 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 to incoming high school students.

Q47 How does the service area ensure it is addressing the needs of its student population?

The DSPS department ensures we are addressing the needs of our student population by conducting an annual DSPS survey that goes out to all DSPS students. The DSPS survey has evolved over the years and we are constantly revising it to gather more meaningful data in order to make informed changes to our department. In the first couple DSPS surveys completed in 2017 and 2018, we focused on learning about the DSPS student population, specifically the demographic composition of our students as well as obtaining a macro view of the trends of student use for the various DSPS student services offered. In 2019 the DSPS faculty refined the DSPS survey to understand more micro details of the usage of services as well as satisfaction with DSPS services. This way we improve our department using direct feedback from our students which will increase our ability to support our students and increase utilization of our services. DSPS is also taking proactive measures to ensure we are meeting the needs of our students by working with the IESE office to look at course success rates for our DSPS students in accelerated English, Math, and ESL disaggregated by race/ethnicity. This research was not part of any program review and was an intentional endeavor by DSPS faculty to keep a pulse on our students' success as the college integrated acceleration. This underscores our department's commitment to meeting the needs of our students.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

The average retention rate for DSPS students over the previous four years (2015/2016-2018/2019) are slightly higher than the average college-wide retention rate at 89.76% to the college-wide retention rate of 87.4%. This data aligns with the DSPS withdrawal rates that are on average lower than college-wide withdrawal rates at 10.24% and 12.6% respectively. There were no significant differences between the average course success rates for DSPS students (i.e., 75.53%) to the average college-wide success rates for nondisabled students (i.e., 74.74%). The most pronounced variances were found in the fall-to-spring persistence rates for DSPS students at approximately 71.85% versus college-wide fall-to-spring persistence at around 62.83%. These data points indicate that in comparison to college-wide data on retention, course success, and persistence, Cuyamaca DSPS is doing relatively well at supporting our students, especially in the area of persistence. While these results are promising, there is still room to improve. In particular it would be advantageous for DSPS to uncover ways to better support students in their overall course success. This could be an opportunity for DSPS to evaluate the academic adjustments and how they are or are not supporting course success for our students and discover ways to improve.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Student Success and Equity aspires to reach full equity for all disproportionately impacted groups. DSPS remains 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 (2015/2016-2018/2019), the average DSPS course retention rate for Black/non-Hispanic students were a touch higher (i.e., 84.18%) than the average college-wide course retention rate for the same student group (i.e., 82.49%). This trend was repeated for Hispanic/Latinx students at approximately 88.29% versus the college-wide retention rate for this group at an average of 85.36%. The DSPS course success rate for both Black/non-Hispanic and Hispanic/Latinx student groups averaged roughly the same since 2015/2016 when compared to college-wide success rates. 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 Black/non-Hispanic students were approximately 65.68% versus the average college-wide rate for that student group at 53.8%. This trend remained consistent for DSPS Hispanic/Latinx students with an average persistence rate of 68.3% in contrast to college-wide data for Hispanic/Latinx persistence at an average of about 60.18%. 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 rates for disproportionately impacted student groups to college-wide rates for the same disproportionately impacted student groups, there is still a pronounced equity gap between the target group (i.e., White/non-Hispanic students) and disproportionately impacted student groups (i.e., Black/non-Hispanic & Hispanic/Latinx). In fact, the average retention rate between 2015/2016-2018/2019 for White/non-Hispanic students is 92.1%, their course success rate average is 80.2%, and their fall-to-spring persistence rate average is 75.5%, which is significantly higher than the disproportionately impacted student groups as described above. This provides DSPS an opportunity 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.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

DSPS - All Comparison Reports.pdf (223.3KB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

DSPS and Race Ethnicity Accelerated Concurrent Support Success Report 2017 170831.pdf (187.1KB)

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

DSPS Student Survey 2017 Results.pdf (192.6KB)

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

DSPS Student Survey 2018 Results.pdf (208.3KB)

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: Currently the DSPS program has three Student Services Student Learning Outcomes (SS-SLOs) on file with SLOAC, and one pilot SS-SLO (see below). However, in reviewing the previous SS-SLOs and the pilot SS-SLO, it was determined that the SS-SLOs were written more as goals versus learning outcomes. 1. Students will meet with DSPS staff members four times per year - Updated 7-1-2016- Students will meet with DSPS staff member 1 time per semester 2. Students with disabilities will have the opportunity to improve their academic success by using Academic Accommodations that apply specifically to the HTC, such as Alternate Media, Assistive Technology and Test Proctoring. 3. Students with disabilities will utilize the following: Mandated Core Services (3SP & Academic Accommodations) for students with disabilities: Cart service, DSPS intakes, Academic Advising, AEPs, CEPs, Math strategies, and OFU (other follow up). 4. Pilot SS-SLO: Student appointments with DSPS department. Students will identify their own specific learning challenges, strengths, and needs. 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 three data points that we assessed through the DSPS survey annually since 2017. Collectively, we decided that these three data points pulled from the DSPS survey will now be our new SS-SLOs. We submitted the new SS-SLOs on the Learning Outcomes Assessment webpage on 2/6/2020 using the SLP Assessment Entry form. Our new SS-SLOs are listed below: 1. Students will be able to explain their disability-related needs to others on campus, for example: instructors, counselors, and staff. 2. Students will be able to identify the services that are appropriate to accommodate their disability. 3. Students will be able to utilize disability-related accommodations to achieve their educational goals. The DSPS survey revealed that we are on track to achieving our new DSPS department-wide SS-SLOs. In fact, the survey shows that there is an increase in the number of respondents from 2017 to 2018 that agreed or strongly agreed with the three SS-SLOs statements above.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Cuyamaca DSPS is committed to advancing the college's Student Success & Equity goals by doing our part to close equity gaps for disproportionately impacted student groups. In order to close these gaps for our DSPS students, DSPS has established partnerships with several offices throughout campus to develop programs, track data, and promote the success, retention, and persistence rates of our students. One partnership we've developed over the years is with tutoring. Students with disabilities will often require additional assistance in the area of tutoring when compared to their nondisabled peers. As a result of our continued partnership with tutoring, DSPS students are able to receive additional tutoring at the various tutoring locations by presenting copies of their DSPS Academic Adjustment form. DSPS HTC has also cultivated an integrated working relationship with the Learning and Technology Resources division so students with disabilities have access to campus-wide assistive technology and accessibility resources. DSPS is also partnering with the Institutional Effectiveness & Student Equity Office (IESE) in order to gather relevant data to support our students. Since 2017, IESE has developed the DSPS survey annually in partnership with DSPS so we can better understand the use patterns and needs of our students in relation to the services we offer. We also enlisted the IESE department in 2017 to look at the course success rate of our DSPS students in acceleration and disaggregated the data by race/ethnicity to further understand the equity gaps. One of the most significant ways we work across the campus to support Student Success & Equity goals is by working with individual instructors at the course level to support students in class utilizing academic adjustments, thereby improving students' overall course success, retention, and persistence rates one class at a time.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Respondent skipped this question

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 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 created an online database using Freeware (i.e., AirTable) to keep accurate records of alternate media and assistive technology. This streamlines services to students and allows us to provide alternate media and assistive technology to students in a faster time frame than usual.

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/transfer.

Q58 Please describe your service area challenges.

While DSPS continues to do so much with so little, there are challenges within our department in the areas of access and communication. The increase of online courses offered by Cuyamaca College has prompted DSPS to look at the accessibility of our services for online students. Currently students do not have access to the same services online that they do in person. As a result, DSPS set a goal to increase access by leveraging technology and physical resources. Some of the ways we will address this challenge is by establishing Zoom appointments, create HTC forms in an accessible online format, and create accessible videos for our website to familiarize students with our services.

DSPS has two offices within our department: 1. DSPS Main Office 2. DSPS High Tech Center. As a result of our physical distance, communication is also a challenge between our two offices. Often causing not only a physical barrier, but also a programmatic barrier that unintentionally limits access to informal communication networks established within each office. Leaving one office with information the other may lack and vice versa. To combat this challenge, DSPS is working on professional development opportunities to improve communication between our two offices and develop stronger working relationships. In addition, DSPS is also training all DSPS faculty and staff to utilize SARS and ImageNow in a more informative manner in order to capture a clearer picture of what is happening in both offices.

Q59 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 in alignment overall, Grossmont College was allowed to move forward with their name change despite our varied perspective. 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.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

A number of opportunities emerged from the data gathered. 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.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?　　　**Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

MIS reporting is provided to each CC in CA regarding how many students we see per semester per disability group.

Q63 Which College Strategic Goal does your service area most directly support?　　　**Student Validation and Engagement**

Q64 Please describe how this goal advances the college strategic goal identified above.

n/a - goal deleted

Q65 Goal status:　　　**Deleted**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was deleted because it was written more as a statement rather than a goal with measurable outcomes. It focused on factors we do not control that are external to DSPS (i.e., Chancellor's office MIS report). For future goals DSPS would like to focus on internal factors that DSPS has direct control over in order to identify objectives and implement meaningful improvements in our area.

Q67 Do you have another goal to update?　　　**Yes**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:　　　**Respondent skipped this question**

Q69 How will this goal be evaluated?　　　**Respondent skipped this question**

Q70 Do you have another goal to update?　　　**Respondent skipped this question**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Students with disabilities will have the opportunity to improve their academic success by using accommodations that apply specifically to the HTC, such as alternate media, assistive technology, and test proctoring.

Q72 Which College Strategic Goal does your service area most directly support?   **Basic Skills Acceleration**

Q73 Please describe how this goal advances the college strategic goal identified above.

n/a- goal deleted

Q74 Goal status: **Deleted**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was deleted because at the time of its creation, the DSPS HTC completed their own annual program review for the first time, and this goal was included in their annual program review. However, DSPS faculty determined that having separate program reviews for the DSPS main office and the DSPS HTC would hamper our ability to have focused efforts in our mission, goals, and resources requests for our DSPS department.   Moving forward DSPS would complete one DSPS comprehensive program review and all annual program reviews as one DSPS department to include both the DSPS main office and the DSPS HTC.

Q76 Do you have another goal to update?   **Yes**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year: **Respondent skipped this question**

Q78 How will this goal be evaluated?   **Respondent skipped this question**

Q79 Do you have another goal to update?   **Respondent skipped this question**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Students with disabilities will utilize the following: 3SP mandated core services which include intakes, career, academic, disability management and personal counseling. Also, included are: probation, petitions, and other follow up services; registration assistance and cart service are essential accommodations for students with disabilities.

Q81 Which College Strategic Goal does your service area most directly support?   **Guided Student Pathways**

Q82 Please describe how this goal advances the college strategic goal identified above.

n/a- goal deleted

Q83 Goal status: **Deleted**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was deleted because it was written as more of an objective rather than a goal. It also lacked a clear direction and didn't indicate any changes or improvements required for the DSPS department. For future DSPS goals, we want a focused goal with positive, measurable outcomes using data to drive our goals in order to see improvements in our area.

Q85 Do you have another goal to update?   **Yes**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated?   **Respondent skipped this question**

Q88 Do you have another goal to update?   **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

Provide access to students with disabilities by supporting them with specialized services and educational assistance classes.

Q90 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q91 Please describe how this goal advances the college strategic goal identified above.

n/a-goal deleted

Q92 Goal status: **Deleted**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was deleted and revised to increasing access for students with disabilities by leveraging technology and physical resources.

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated?   **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?   **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Establish a Workability III program at Cuyamaca College.

Q98 Which College Strategic Goal does this service area goal most directly support?   **Guided Student Pathways**

Q99 Please describe how this goal advances the college strategic goal identified above:

In partnership with the California Department of Rehabilitation, the Workability III program is dedicated to providing vocational services to students with disabilities. Specifically, Workability III is part of a program established to assist students who are attending California Community Colleges (CCC) by providing students with guidance and assistance to develop the essential tools needed to obtain employment. These services typically go above and beyond that of a traditional Career Center at a CCC, and allows services to be customized to individual student needs according to their unique challenges and abilities.

Our goal to establish a Workability III program at Cuyamaca College advances the college's strategic goals specifically in the area of Guided Student Pathways. In general, strategic priority two, Guided Student Pathways, integrates services to better guide students into and through college to successful completion of a credential and transition to a baccalaureate program or the labor market. The Workability III program- if established at Cuyamaca- would work directly with students with disabilities to provide the high-touch services they require to be successful in obtaining career-technical degrees and successful employment. While the Workability III program would focus more on successful employment as the end goal for qualified DSPS students, it would still impact and improve the college-wide fall-to-fall persistence rates, completion rates, and median time to degree for all students.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal was informed primarily by Cuyamaca College's Student Equity Plan. One of the success indicators in Cuyamaca College's Student Equity Plan included launching a comprehensive Career Center with the goal to develop work-based learning opportunities, connect students with internships, employers, job shadowing experiences, and expand career exploration services for students. The Workability III program is perfectly positioned to meet these goals, as Workability III services include vocational assessment, internship opportunities, employment preparation, job development, job placement, and job retention with the added benefit of customizing services to individual student needs according to their disability. Since Workability III works in partnership with the California Department of Rehabilitation (DOR), Workability III would have the combined resources of both Cuyamaca College and DOR, which has well established relationships with county-wide employers for job development and other employment opportunities for students with disabilities.

This goal was also informed by the DSPS comparison reports from 2015/2016 to 2018/2019 that showed DSPS students were more likely to be undecided in their educational goals at an average of 18.7%, in comparison to their nondisabled peers with an average of 15.95%. Workability III programs improve access for students with disabilities to more comprehensive career services that include vocational assessments which would assist students to decide on a major/educational goal. A key finding of the 2018 Chancellor's Office DSPS report found that while DSPS students continue to demonstrate greater persistence rates than their nondisabled counterparts, year after year DSPS students are not reaching a point of transfer preparedness, degree or certificate attainment, and are attending California community colleges for much longer than their nondisabled peers. The Workability III program along with the guided pathway efforts will endeavor to get DSPS students on a track and support their needs to completion.

Q101 Action steps for this year:

1. In order to garner support for the Workability III program at Cuyamaca College, Southwestern College Disability Support Services provided a presentation on their Workability III program to Cuyamaca DSPS faculty and administrators.

2. DSPS Coordinator contacted Department of Rehabilitation (DOR) Workability III Coordinator to request the initial application materials needed to begin the application process for the Workability III program.

3. DSPS Coordinator completed Cuyamaca College's grant proposal form in fall 2019.
    o   Grant Proposal form submitted to Cuyamaca College Cabinet fall 2019 (pending approval from cabinet)

4. Schedule meeting with DOR Workability III Coordinator to obtain clarification on grant writing process and time frame for the Workability III grant approval. Currently, the estimated time frame for grant writing to approval from DOR is six months to one year.

5. Write the DOR Workability III grant.

Q102 How will this goal be evaluated?

Currently Cuyamaca College does not have a Workability III program. In order to establish a program at Cuyamaca College, we have to partner with the California Department of Rehabilitation. This goal will be evaluated by simply either having or not having established a Workability III program at Cuyamaca College within the next four years (2022/2023).

Q103 Do you have another new goal?   **Yes**

Page 37: VIII. New Goals

Q104 New Goal 2:

Increase access by leveraging technology and physical resources.

Q105 Which College Strategic Goal does this service area goal most directly support?   **Student Validation and Engagement**

Q106 Please describe how this goal advances the college strategic goal identified above:

Strategic priority three, Student Validation & Engagement, indicators include percentage of students developing meaningful connections on campus and student satisfaction with support services. DSPS provides support to this priority through our high-touch, integrated services. The touch points begin even before students enroll at Cuyamaca College, to the DSPS intake, follow up career/academic planning, disability management, success strategy appointments, specialized disability assessments, assistance with alternate media/adaptive equipment/assistive technology, and test proctoring. Our goal to increase access by leveraging technology and physical resources advances this strategic priority by increasing access to our services which contributes to student satisfaction with DSPS. By providing more access to our comprehensive services DSPS faculty and staff also have multiple opportunities to build meaningful connections with students, thus improving student validation and engagement throughout the student experience.

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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. Unfortunately, at this time, students do not 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 Zoom appointments, creating HTC forms in an accessible online format, and developing accessible videos for our website to familiarize students with our services.

Q108 Action steps for this year:

1. Increase access to counseling services by implementing Zoom appointments in DSPS.
    a. Pilot Zoom appointments for Spring 2020 in order to work out the bugs and streamline the service
    b. Set up technology to support Zoom appointments for all full-time DSPS counselors by working with the Tech Programs Manager (Jessica McKean).
    c. Train all full-time DSPS counselors on how to conduct a Zoom appointment.

2. Make DSPS information more readily available to students, faculty, and staff by increasing access to information by posting multiple formats of our informational materials available on our DSPS website.
    a. Review current documents on our website for updated material and accessibility of the forms.
    b. Create three videos on DSPS in the languages of English, Arabic, and Spanish:
        1. Introduction to DSPS
        2. How to apply to DSPS
        3. Overview of the DSPS Main Office & DSPS High Tech Center
    c. Meet with Cuyamaca's Instructional Media Services (IMS) for assistance with video creation.
    d. Make videos in an accessible format.
    e. Post the videos on the DSPS website.

3. Facilitate the sign-up process to obtain DSPS services in the HTC.
    a. Create digital forms of the following hard copy documents:
        1. Alternate Media Request Form
        2. Alternate Media Policies & Procedures
        3. Assistive Technology Request Form

4. Reassess all assistive technology in all Cuyamaca College computer labs including tutoring centers.

Q109 How will this goal be evaluated?

DSPS will evaluate this goal by implementing the four action steps by the end of 2020/2021. In addition, DSPS will customize the DSPS survey to include student preference on technology and student perceptions of accessibility to our services. We will also review SARS data to determine the effect of our changes on student use of our services.

Q110 Do you have another new goal?   **No**

Page 38: VIII. New Goals

Q111 New Goal 3:   **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support?   **Respondent skipped this question**

Q113 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q115 Action steps for this year:

Respondent skipped this question

Q116 How will this goal be evaluated?

Respondent skipped this question

Q117 Do you have another new goal?

Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4:

Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

Cuyamaca College provides educational services and access to qualified students with documented disabilities through the Disabled Students Programs and Services (DSPS) office in accordance with Title 5 and the Americans with Disabilities Act. DSPS 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 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. This comprehensive program review examined DSPS to include both the DSPS Main Office and the DSPS High Tech Center.

A number of achievements and challenges emerged from this comprehensive program review. One of the most significant achievements is in the fall-to-spring persistence rates for DSPS students. In fact, the average fall-to-spring persistence rate was 71.85% versus college-wide fall-to-spring persistence at around 62.83%. This trend was repeated when disaggregating the data by race/ethnicity in the fall-to-spring persistence rates for DSPS students. In fact, the average DSPS fall-to-spring persistence rate for Black/non-Hispanic students were approximately 65.68% versus the average college-wide rate for that student group at 53.8%. 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 rates for disproportionately impacted student groups to college-wide rates for the same disproportionately impacted student groups, there is still a pronounced equity gap between the target group (i.e., White/non-Hispanic students) and disproportionately impacted student groups (i.e., Black/non-Hispanic & Hispanic/Latinx). The fall-to-spring persistence rate average is 75.5% for White/non-Hispanic students, which is significantly higher than the disproportionately impacted student group as described above. Another concerning data point to highlight is regarding the demographic composition of our DSPS student population. College-wide student demographics show the Hispanic/Latinx student population as the second largest population at Cuyamaca College at an average of 33%. Whereas the Hispanic/Latinx student population within DSPS is approximately 28.96%. These trends provide DSPS an opportunity to assess our program and identify possible exclusionary practices within our department; as well as opportunities to improve partnerships with our local feeder high schools to increase access to our program for the Hispanic/Latinx student group.

There is an assortment of external influences that affect DSPS negatively in alignment issues, budgetary constraints, and data tracking 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 in alignment overall, Grossmont College was allowed to move forward with their name change despite our varied perspective. 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.

extensive additional workload to ensure that the headcount numbers we report are accurate.

DSPS has two new goals: 1. Establish a Workability III program at Cuyamaca College 2. Increase access by leveraging technology and physical resources. Goal one was informed primarily by Cuyamaca College's Student Equity Plan. One of the success indicators in Cuyamaca College's Student Equity Plan included launching a comprehensive Career Center. The Workability III program is perfectly positioned to meet these goals, as WAIII services include vocational assessment, internship opportunities, employment preparation, job development, job placement, and job retention with the added benefit of customizing services to individual student needs according to their disability. Since Workability III works in partnership with the California Department of Rehabilitation (DOR), Workability III would have the combined resources of both Cuyamaca College and DOR, which has well established relationships with county-wide employers for job development and other employment opportunities for students with disabilities.

Goal two was informed primarily by our DSPS mission statement. DSPS wants 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. Unfortunately, at this time, students do not 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 Zoom appointments, creating HTC forms in an accessible online format, and developing accessible videos for our website to familiarize students with our services.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Cuyamaca Technical Assistance Visit Report 2018.pdf (167.3KB)

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **Yes**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **Yes**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **Yes**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**