

#2

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Monday, December 28, 2020 8:58:14 AM
Last Modified: Tuesday, January 12, 2021 7:43:29 AM
Time Spent: Over a week
First Name: Beth
Last Name: Viersen
Email: Beth.Viersen@gcccd.edu
Custom Data: DSPS
IP Address: 70.95.11.28

Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

DSPS

Q2

1.2 Lead Author:

Beth Viersen

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Margaret Jones, Brian Josephson, Johnny Barner, Rachelle Panganiban

Q4

I.4 Dean/Manager:

Agustin Orozco

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

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

The DSPS High Tech Center (HTC) is an instructional technology hub within DSPS that is designed to meet DSPS Student needs in adaptive equipment, assistive software/hardware, and alternate media. This annual review is for both the DSPS Main Office and High-Tech Center.

Changes:

- COVID 19 March 2020 Hit. All of Cuyamaca College went virtual
- DSPS support services went virtual through Zoom.
- HTC was open by appointment only for students with specialized needs.
- Alternate Media was uploaded through Kurzweil Cloud
- Main DSPS office was the only Student Services Office to answer phone's in SP 20, SU 20, and FA 20.
- Test Proctor retired in December 2020.

Additions:

- Digital documentation/paperwork is online for HTC/Test Proctor through the DSPS Website
- Expanded Deaf/HOH Services Connections with ASL/Student Affairs Department
- All DSPS forms were created as fillable PDF format
- Website Updates were continuously updated to improve student access
- National Voter Registration Act (NVRA) -online and fillable forms for students with disabilities.
- Collaboration with Grossmont College Promise Program
- Collaboration with Cuyamaca College/CalWORKs-Student Supplies
- HTC refresh-modifying lab layout approved to move forward.

Achievements:

- DSPS Increased MIS numbers from 269 on 8/2020 to 425+ for December 2020.
- Workability III-in progress. Met with Grossmont/Local DOR and State DOR Representatives
- Registered DSPS students can schedule their own appointments for Alternate Media/Tech Assistance and Test Proctoring through the DSPS Website
- Increased awareness of DSPS online test accommodations through Canvas and Zoom for Instructional Faculty.
- Collaboration with Grossmont regarding Front Office matters, Test Proctoring and Alternate Media.
- HTC Purchased 3-D Printer for visually impaired students
- DSPS purchased New Notebooks
- HTC -Technology checkout (Drive-up) during first 2 weeks of school.

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

DSPS Statistics/Demographics Course, Retention, Success & Persistence.

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%
Fall 2019	97%		
Spring 2020	79% (COVID)		

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. In addition, in Spring 2020 COVID 19 hit and all classes went online. Success rate went down and EW's were given out to student so it would not affect their GPA's.

White Non-Hispanic PDSS Success Rates	Black/non-Hispanic PDSS Success Rates	Hispanic/Latinx PDSS Success Rates
Fall (2014-2018) Average 80%	Fall (2014-2018) Average 36%	Fall (2014-2018) Average 62%
Spring (2014-2018) Average 84%	Spring (2014-2018) Average 72%	Spring (2014-2018) Average 64%
Fall 2019 82%	Fall 2019 77%	Fall 2019 56%

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.

Fall 2019 we started to see an uptick in Black/Non Hispanic PDSS Class Rates while White dipped and Hispanic fell 8%. Need to come up with an action plan for Hispanic/Latinx PDSS Success Rates.

College-wide Success Rates- Black/non-Hispanic PDSS Success Rates- Black/non-Hispanic

Fall (2014-2018) Average 68%	Fall (2014-2018) Average 36%
Spring (2015-2019) Average 63%	Spring (2015-2019) Average 72%
Fall 2019 5% out of 472	Fall 2019 3% out of 1

College-wide Success Rates- Hispanic/Latinx PDSS Success Rates- Hispanic/Latinx

Fall (2014-2018) Average 68%	Fall (2014-2018) Average 62%
Spring (2015-2019) Average 70%	Spring (2015-2019) Average 64%
Fall 2019 35%	Fall 2019 22%

Student Services Program Review Annual Update - Spring 2021

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 regard 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. In Fall 2019 Hispanic/Latinx College wide and PDSS success rates decreased again.

DSPS Students Black non-Hispanic		All Other Students Black non-Hispanic	
Fall 2015- 5.2%	Spring 2016- 6.5%	Fall 2015- 5.5%	Spring 2016- 5.6%
Fall 2016- 6.0%	Spring 2017- 6.5%	Fall 2016- 5.9%	Spring 2017- 5.8%
Fall 2017- 8.0%	Spring 2018- 8.5%	Fall 2017- 5.4%	Spring 2018- 5.2%
Fall 2018- 6.3%	Spring 2019- 7.1%	Fall 2018- 5.5%	Spring 2019- 5.2%
Fall 2019-6.6%	Spring 2020-7.5%(COVID-19)	Fall 2019-5.3%	Spring 2020-5.5% (COVID-19)

DSPS Students Hispanic/Latinx		All Other Students Hispanic/Latinx	
Fall 2015- 28.7%	Spring 2016- 28.1%	Fall 2015- 32.3	Spring 2016- 32.6
Fall 2016- 31.3%	Spring 2017- 28.5%	Fall 2016- 33.6%	Spring 2017- 31.9%
Fall 2017- 29.0%	Spring 2018- 27.0%	Fall 2017- 33.5%	Spring 2018- 32.6%
Fall 2018-30.0%	Spring 2019- 29.1%	Fall 2018- 34.0%	Spring 2019- 33.6%
Fall 2019 -30.9%	Spring 2020 27.2%(COVID-19)	Fall 2019 35.6%	Spring 2020 34.2% (COVID-19)

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. In Fall 2019 there seems to be a steady increase in course retention and course success for students with disabilities and the general population. Except when COVID 19 in Spring 2020 hit both students with disabilities and the general population decreased significantly. The College will need to take a look at virtual delivery methods and returning to campus.

DSPS Students Course Retention		All Other Students Course Retention	
Fall 2015- 86.6%	Spring 2016- 86.5%	Fall 2015- 87.0%	Spring 2016- 87.4%
Fall 2016- 92.0%	Spring 2017- 92.2%	Fall 2016- 87.3%	Spring 2017- 87.2%
Fall 2017- 89.3%	Spring 2018- 92.5%	Fall 2017- 87.2%	Spring 2018- 87.8%
Fall 2018- 89.1%	Spring 2019- 89.9%	Fall 2018- 88.0%	Spring 2019- 87.3%
Fall 2019-88.7%	Spring 2020-79.4% (COVID-19)	Fall 2019-88.5%	Spring 2020-80.1% (COVID 19)

DSPS Students Course Success		All Other Students Course Success	
Fall 2015- 71.9%	Spring 2016- 71.3%	Fall 2015- 73.9%	Spring 2016- 74.9%
Fall 2016- 75.3%	Spring 2017- 76.9%	Fall 2016- 71.3%	Spring 2017- 75.1%
Fall 2017- 75.5%	Spring 2018- 78.6%	Fall 2017- 75.2%	Spring 2018- 76.6%
Fall 2018- 75.2%	Spring 2019- 79.5%	Fall 2018- 74.9%	Spring 2019- 76.0%
Fall 2019- 75.1%	Spring 2020-75.8% (COVID-19)	Fall 2019-75.8%	Spring 2020-75.7% (COVID-19)

DSPS Students Fall-to-Spring Persistence All Other Students Fall-to-Spring Persistence

Student Services Program Review Annual Update - Spring 2021

Fall 2015- 68.2%	Fall -2019 – 79.4%	Fall 2015- 61.0%	Fall-2019 – 71.2%
Fall 2016- 71.2%	Fall 2016- 59.8%		
Fall 2017- 74.0%	Fall 2017- 60.1%		
Fall 2018- 74.0%	Fall 2018- 70.4%		

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.

For Fall 19 retention, success and persistence is showing a slight increase for students with disabilities. Spring 2020 students with disabilities showed a decrease in retention, and success due to COVID 19 but percentage wise the numbers are similar to all other students. DSPS course retention rates for Black and Hispanic In Fall 19 either stayed the same or increased slightly. In Spring 2020 course retention rates for Black and Hispanic dropped significantly due to transition to online learning and COVID 19. Similar results for all other students. While students with disabilities persistence rates are higher than all other students.

DSPS Course Retention Rate	All Other Students Retention Rate
Black/non-Hispanic Fall 2015:77.2%	Black/non-Hispanic Spring 2016:88.2
Hispanic/Latinx Fall 2015:80.6%	Hispanic/Latinx Spring 2016:85.2%
Black/non-Hispanic Fall 2015:82.2%	Black/non-Hispanic Spring 2016:82.6%
Hispanic/Latinx Fall 2015:84.7%	Hispanic/Latinx Spring 2016:85.5%
Black/non-Hispanic Fall 2016:83.5%	Black/non-Hispanic Spring 2017:88.6%
Hispanic/Latinx Fall 2016:92.3%	Hispanic/Latinx Spring 2017:90.4%
Black/non-Hispanic Fall 2016:83.1%	Black/non-Hispanic Spring 2017:84.4%
Hispanic/Latinx Fall 2016:84.4%	Hispanic/Latinx Spring 2017: 85.5%
Black/non-Hispanic Fall 2017:82.1%	Black/non-Hispanic Spring 2018:85.7%
Hispanic/Latinx Fall 2017:90.7%	Hispanic/Latinx Spring 2018:91.1%
Black/non-Hispanic Fall 2017: 83.2%	Black/non-Hispanic Spring 2018:81.6%
Hispanic/Latinx Fall 2017:85.7%	Hispanic/Latinx Spring 2018:85.3%
Black/non-Hispanic Fall 2018:81.7%	Black/non-Hispanic Spring 2019:86.5%
Hispanic/Latinx Fall 2018:86.7%	Hispanic/Latinx Spring 2019:89.3%
Black/non-Hispanic Fall 2018:81.6%	Black/non-Hispanic Spring 2019:81.2%
Hispanic/Latinx Fall 2018:86.5%	Hispanic/Latinx Spring 2019 85.3%
Black/non-Hispanic Fall 2019:81.4%	Black/non-Hispanic Spring 2020:93.4% (COVID 19)

Student Services Program Review Annual Update - Spring 2021

Hispanic/Latinx Fall 2019:86.7%	Hispanic/Latinx Spring 2020:92.3%
Black/non-Hispanic Fall 2019:81.4%	Black/non-Hispanic Fall 2019:81.4%
Hispanic/Latinx Fall 2019:86.7%	Hispanic/Latinx Spring 2020:92.3% (COVID 19)

DSPS Course Success Rate All Other Students Course Success Rate

Black/non-Hispanic Fall 2015:56.5%	Black/non-Hispanic Fall 2015:62.1%
Black/non-Hispanic Spring 2016:63.8%	Black/non-Hispanic Spring 2016: 67.3%
Hispanic/Latinx Fall 2015:67.6%	Hispanic/Latinx Fall 2015:64.2%
Hispanic/Latinx Spring 2016:66.2%	Hispanic/Latinx Spring 2016:68.5%

Black/non-Hispanic:Fall 2016: 62.4%	Black/non-Hispanic Fall 2016:57.2%
Black/non-Hispanic Spring 2017:56.1%	Black/non-Hispanic Spring 2017:64.1%
Hispanic/Latinx Fall 2016:69.4%	Hispanic/Latinx Fall 2016: 62.6%
Hispanic/Latinx Spring 2017:72.2%	Hispanic/Latinx Spring 2017:70.1%

Black/non-Hispanic Fall 2017:60.4%	Black/non-Hispanic Fall 2017:62.4%
Black/non-Hispanic Spring 2018:62.4%	Black/non-Hispanic Spring 2018:62.9%
Hispanic/Latinx Fall 2017:73.3%	Hispanic/Latinx Fall 2017:69.6%
Hispanic/Latinx Spring 2018:74.9%	Hispanic/Latinx Spring 2018:70.5%

Black/non-Hispanic Fall 2018:66.7%	Black/non-Hispanic Fall 2018:61.4%
Black/non-Hispanic Spring 2019:64.4%	Black/non-Hispanic Spring 2019:68.5%
Hispanic/ Latinx Fall 2018:69.9%	Hispanic/Latinx Fall 2018:68.1%
Hispanic/Latinx Spring 2019:70.6%	Hispanic/Latinx Spring 2019:78.1%

Black/non-Hispanic Fall 2019:52.3%	Black/non-Hispanic Fall 2019:66.4%
Black/non-Hispanic Spring 2020:90.2% COVID-19	Black/non-Hispanic Spring 2020:78.9% COVID19
Hispanic/Latinx Fall 2019:64.3%	Hispanic/Latinx Fall 2019:66.4%
Hispanic/Latinx Spring 2020:85.6% COVID19	Hispanic/Latinx Spring 2020 83.6%

DSPS Fall-to-Spring Persistence All Other Students Fall-to-Spring Persistence

Black/non-Hispanic Fall 2015:69.2%	Black/non-Hispanic Fall 2015:55.3%
Black/non-Hispanic Fall 2019 73.5%	Black/non-HispanicFall 2019 62.6%
Hispanic/Latinx Fall 2015:61.9%	Hispanic/Latinx Fall 2015:60.0%
Hispanic/Latinx Fall 2019 75.5%	Hispanic/Latinx Fall 2019 67.9%

Black/non-Hispanic Fall 2016:60.9%	Black/non-HispanicFall 2016:53.3%
Hispanic/Latinx Fall 2016:65.5%	Hispanic/Latinx Fall 2016:56.2%
Black/non-HispanicFall 2017 61.5%	Black/non-Hispanic Fall 2017:49.0%
Hispanic/Latinx Fall 2017:71.8%	Hispanic/Latinx Fall 2017:57.1%
Black/non-Hispanic Fall 2018:71.1%	Black/non-Hispanic Fall 2018:57.6%
Hispanic/Latinx Fall 2018:74.0%	Hispanic/Latinx Fall 2018:67.4%

DSPS White non-Hispanic Course Retention Rate (Average 2015/2016 – 2018/2019): 91.2%

DSPS White non-Hispanic Course Success Rate (Average 2015/2016 – 2018/2019): 80.2%

DSPS White non-Hispanic Fall-to-Spring Persistence (Average 2015/2016 – 2018/2019): 75.5%

DSPS White non-Hispanic Fall 2019 to Spring 2020 Course Retention Rate – 91.3%

DSPS White non-Hispanic Course Success Rate Fall 2019 to Spring 2020 – 86.4%

DSPS White non-Hispanic Fall 2019 to Spring 2020 Persistence - 81.7%

Student Services Program Review Annual Update - Spring 2021

DSPS White's non-Hispanic Fall to Spring retention and success rates have either stay the same or increased. Whereas persistence increased due to Counselor/Specialists intervention.

The DSPS survey revealed that we are on track to achieving our new DSPS department-wide SSO's. 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. New Survey for 2019 and 2020. See results below.

2017 DSPS Survey

"Students will be able to explain their disability-related needs to others on campus (i.e., instructors, counselors, and staff)."71%

"Students will be able to identify the services that are appropriate to accommodate their disability." 73%

"Students will be able to utilize disability-related accommodations to achieve their educational goals."71%

2018 DSPS Survey Results

"Students will be able to explain their disability-related needs to others on campus, for example: Instructors, counselors, and staff."76%

"Students will be able to identify the services that are appropriate to accommodate their disability." 78%

"Students will be able to utilize disability-related accommodations to achieve their educational goals." 75%

2019 DSPS Student Survey

Assess why eligible Latinx students are underrepresented in DSPS Demographics DSPS 29.5% College-33.8%

Revise test proctoring process for the remote/online environment and increase use of the service among eligible students 47% on-campus 53% don't use it.

Increase the number of students already enrolled in DSPS who are meeting with DSPS Faculty, renewing/updating their academic adjustments and utilizing DSPS High Tech Center services to support their academic success DSPS Main Office 85% (on-campus) HTC 59% (on-campus)

2020 DSPS Student Survey

Assess why eligible Latinx students are underrepresented in DSPS Demographics DSPS 28.2% College 34.5% Revise test proctoring process for the remote/online environment and increase use of the service among eligible students 56% on-line (Canvas) 44% don't use it

Increase the number of students already enrolled in DSPS who are meeting with DSPS Faculty, renewing/updating their academic adjustments and utilizing DSPS High Tech Center services to support DSPS Main Office 71% (on-line) HTC 38% (online) COVID 19

Q7

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

Due to COVID 19 we need to create an extensive in-reach and out-reach to our New and Continuing Students.

When we return in Fall 2021 hire hourly front office Hispanic workers at both the Main Office and HTC.

Create video's to be added to the website to share with Faculty and Students.

Hire a Test Proctor who can bulid the program from the bottom up and increase the % for students to use the academic support (adjustments)..

Develop and Implement a HTC Refresh to create a student friendly atmosphere.

Hire an Hispanic Adjunct Counselor for Fall 2021.

Q8

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

DSPS Comparison Report -2019-2020 (2).pdf (78.6KB)

Q9

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

DSPS Student Survey Fall 2020 Report_201124 (1).pdf (392.8KB)

Q10

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

DSPS Student Needs Assessment Fall 2020_201008 All and Participation Length Disaggregations.pdf (690.1KB)

Q11

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

DSPS Faculty Needs Assessment Fall 2020_201013.pdf (879.9KB)

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q12

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q13

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

1. Assess why eligible Latinx students are unrepresented in DSPS

a. Annual Comparison report shows DSPS Latinx students In Fall 2019 -31% and in Spring 20 (COVID1-19) went down to 27%. Compared to the overall College Fall 2019-36% and Spring 2020-34% (COVID 19). Basically, it shows that DSPS needs to do some innovative in reach and outreach to the latinx student population. One recommendation would be to hire student hourlies at the front office and the HTC who are latinx and hire an Adjunct Counselor who is latinx. Hiring staff who are latinx could be part of our in-reach efforts. Our outreach efforts could consist of going out to the local High Schools with the Outreach Ambassadors to provide awareness of our academic support services and reduce the stigma of DSPS. We need to buff up our website, do some social media, and create videos such as 1. Introduction to DSPS, How to apply to DSPS, Overview of the DSPS Main Office & DSPS High Tech Center with students who are representative of our college population.

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

a. Our Annual DSPS Student Survey is given each year during October/Disability Awareness week results for test proctoring: The results show that on an average 49% don't use test proctoring at all. What is the reason why close to half of DSPS students don't use test proctoring? One reason is some of the Instructor's provide the service of extra time in the classroom or Faculty office. The CTE programs such as Child Development/Ornamental Horticulture or Human Anatomy labs have hands on testing, so the student gets their extra time with the Instructor. For Fall 2020 DSPS Test Proctor served 12 students. Only one student needed to come into the HTC lab and take his Math exams that was administered by the Faculty member.

In December of 2020 the test proctor retired.

Now is an opportunity for the Faculty and Staff to have a debrief regarding why test proctoring was used a little bit under 50% since the statistics tell us if a student with a disability uses the extra time, quiet environment, speech to text on their exams, scribe or reader for visually impaired, and other high or low tech devices their grades increase dramatically. Come up with goals for test proctoring. Create a survey only focusing on test proctoring and when back on campus creating a student and faculty cohort groups regarding who, what, when, where and how we can improve test proctoring services to our students with disabilities.

3. Increase the number of students already enrolled in DSPS who are meeting with DSPS Faculty, updating their academic adjustments, and utilizing DSPS HTC services to support their academic success.

Due to COVID 19 this SLO will need to be addressed next annual program review. Fall 2020 and Spring 2021 statics are skewed due to the pandemic.

In Fall 2020 our MIS reported 269 students with disabilities due to COVID-19. Our Student Services Specialist and Student Services Assistant became proactive and went through Summer and Spring 2020 MIS Reports and looked for students with disabilities who were enrolled in the College but did not update their academic adjustments. By being proactive we have increased our numbers to 425+. Multiple Student Letters were sent out by the Coordinator to students reminding them to update their adjustments and other important student support information. Newsletter was made by the Coordinator and HTC Specialist to increase awareness and let student know we are here to serve them. Across the state most DSPS Departments are seeing anywhere from 30%-50% reduction in students with disabilities. The reason why? At least 1/3 or half of our students are in CTE programs. Our students really do well in a hands-on learning environment. Since all the classes at Cuyamaca College were converted to online this did not fit the learning style of most of our students so a lot of them with consultation with their Counselor have decided to start back up in Fall 2021. The HTC Center is currently closed and open only for appointments only. HTC Faculty have been in his office answering his phone, doing alternate media, giving out notetaking booklets, equipment check outs, test proctoring and currently is involved in a HTC Refresh. Due to a lack of student traffic it was a perfect opportunity to paint, be creative, set-up effective testing rooms and build a student friendly first atmosphere by arranging the HTC Lab to meet the students needs..

Q15

Respondent skipped this question

OPTIONAL: Please use the Upload button below to attach any additional documentation you would like to include.

Page 4: III. Previous Goals: Update

Q16

Goal 1:

Establish a Workability III program at Cuyamaca College.

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. Due to COVID 19 the assessment results were inconclusive. The fact remains students with disabilities need extra assistance to find gainful employment.

Q17

In Progress - will carry this goal forward into next year

Goal Status

Page 5: III. Previous Goals: Update continued

Q18

Respondent skipped this question

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

Q19

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q20

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

- 1 If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).
 - a. 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 DSPPS faculty and administrators.
 - b. DSPPS 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.
2. DSPPS Coordinator completed Cuyamaca College's contract proposal form in Spring 2021. Grant Proposal form submitted to Cuyamaca College Cabinet Spring 2021 (pending approval from cabinet)
 - a. Schedule meeting with DOR Workability III Coordinator to obtain clarification on contract writing process and time frame for the Workability III contract approval. Due to COVID 19, the estimated time frame for contract writing to approval from DOR is to one year to two year.
 - b. Write the DOR Workability III Contract and start date is July 1st 2022.

Q21

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q22

Goal 2:

Increase access by leveraging technology and physical resources.

Disabled Students Programs and Services (DSPPS) 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, DSPPS is acutely aware of all things, accessibility. So, our goal to increase access by leveraging technology and physical resources was informed primarily by our DSPPS mission statement. We want to ensure that students with disabilities have easy access to the DSPPS 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 DSPPS to create a goal around access using technology. Unfortunately, COVID 19 hit in March Spring 2020 at this time, students and faculty had to do a quick transition to online learning to either Canvas or Zoom lectures.

Q23

In Progress - will carry this goal forward into next year

Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

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

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

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

1. Make DSPP 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 DSPP website.

a. Review current documents on our website for updated material and accessibility of the forms.

b. Create three videos on DSPP in the languages of English, Arabic, and Spanish:

Introduction to DSPP

How to apply to DSPP

Overview of the DSPP Main Office & DSPP 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 DSPP website.

2. Facilitate the sign-up process to obtain DSPP services in the HTC by students being able to make their own virtual appointments with HTC Specialist, Learning Assistance Specialist and Test Proctor.

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. Test Proctoring Forms and Sign ups
5. Zoom Meeting for registration assistance and general canvas questions.

3. Develop and Implement HTC Refresh

- a. Paint both the HTC and Test Proctoring
- b. Move furniture so students have another room for testing
- c. Learning Assistance Specialist and Test Proctor create a work space in the HTC.
- d. Purchased a 3/D printer for our visually impaired students
- e. Specialized scanners and software license so documentation can be uploaded to IMAGE NOW Print.

4. Purchase student chairs for the Main Office One-Stop for the front office, counselor/specialists rooms and 2 for the registration computers.

Currently we

Q27

No

Do you have another goal to update?

Q28 Respondent skipped this question

Goal 3:

Q29 Respondent skipped this question

Goal Status

Page 11: III. Previous Goals: Update continued

Q30 Respondent skipped this question

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

Q31 Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q32 Respondent skipped this question

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

Q33 Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q34 Respondent skipped this question

Goal 4:

Q35 Respondent skipped this question

Goal Status

Page 14: III. Previous Goals: Update continued

Q36

Respondent skipped this question

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

Page 15: III. Previous Goals: Update continued

Q37

Respondent skipped this question

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

Page 16: IV. New Goals

Q38

No

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

Page 17: IV. New Goals continued

Q39

Respondent skipped this question

New Goal 1:

Q40

Respondent skipped this question

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

Q41

Respondent skipped this question

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

Q42

Respondent skipped this question

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

Q43

Respondent skipped this question

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

Q44

Respondent skipped this question

How will this goal be evaluated?

Q45

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q46

Respondent skipped this question

New Goal 2:

Q47

Respondent skipped this question

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

Q48

Respondent skipped this question

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

Q49

Respondent skipped this question

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

Q50

Respondent skipped this question

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

Q51

Respondent skipped this question

How will this goal be evaluated?

Q52

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q53

Respondent skipped this question

New Goal 3:

Q54

Respondent skipped this question

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

Q55

Respondent skipped this question

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

Q56

Respondent skipped this question

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

Q57

Respondent skipped this question

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

Q58

Respondent skipped this question

How will this goal be evaluated?

Q59

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q60

Respondent skipped this question

New Goal 4:

Q61

Respondent skipped this question

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

Q62

Respondent skipped this question

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

Q63

Respondent skipped this question

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

Q64

Respondent skipped this question

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

Q65

Respondent skipped this question

How will this goal be evaluated?

Page 21: V. Resources Needed to Achieve Goal(s)

Q66

Facilities Resources Needs

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q67

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
