

#4

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Monday, February 04, 2019 8:40:18 AM
Last Modified: Monday, February 04, 2019 2:54:17 PM
Time Spent: 06:13:58
First Name: Beth
Last Name: Vierson
Email: Beth.Viersen@gcccd.edu
IP Address: 160.227.129.235

Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

Disabled Student Programs and Services

Q2 Lead Author and Collaborators:

Beth Vierson and Staff

Q3 Lead/Dean:

Agustin Orozo

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

- Changes: Faculty: Learning Disability Specialist retired 8/20/18. Classified: Student Services Specialist resigned in late July 2018 and became Adjunct Counselor for DSPS. Hired 2 interim positions one Student Services Specialist and one Student Services Assistant.
 - Additions: Improving access to DSPS related counseling services by hiring one full-time DSPS (General) Counselor and one adjunct DSPS counselor, in addition to offering Zoom appointments to fully online DSPS students effective Spring 2019. New SDICCA Counselor Intern was trained and hired effective 8/1/2018. Hired (Hourly) Nance-Deaf/HOH Scheduler for Deaf/HOH students. Develop Workability III Grant with Vice President of Student Services.
 - Achievements: - Intentional data driven improvement of our DSPS program by way of DSPS Student Survey results and updated/refined SARS Reason Codes every year for more targeted data information gathering for NEW SEA Grant.
-
-

Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

Student Services Program Review Annual Update

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

Students with disabilities meet with DSPS staff members once a semester in order to maintain their participation in the program. Students who complete this benchmark are grouped by disability on the CCCC website. Cuyamaca College is serving 1,006 students with disabilities for 2017-2018 academic year. Our highest weighted student count is our Learning Disability, Mental Health and Physical Disability. Per SARS Report -4846 contacts at Main Office.

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS Evidence.pdf (3.4MB)

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

As a result, the SSO's was instrumental in hiring a NEW DSPS (General) Counselor and providing yearly data regarding weighted student count and the current trend of the increase of Student Educational Plans. Per SARS Report - 590 SEP. Assessment Tools; DSPS Student Survey, CC Comparison Report, SARS Data, Technical Site Visit, Region X Contact List, Region X Survey, Educational Code30. Section 78200 and 78222.20187 Report of DSPS from the CCCC Office.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS Evidence.pdf (3.4MB)

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

- Continue to survey students with disabilities
 - Region X Data
 - Technical Site Visit
 - Update SARS reason code data if needed
 - Look for additional grants such as Work-ability, TRIO or other federal/state grants
 - Faculty and Staff meet and discuss PDSS Curriculum and SSO's at retreat.
-

Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS Evidence.pdf (3.4MB)

Page 3: III. Student Achievement and Institutional Effectiveness

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

Per the Student Equity and Achievement Program Sec. 30. 78222

Student Services Program Review Annual Update

It is the intent of the legislature that funds for the Student Equity and Achievement Program support for the CCCC in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups. Student with disabilities are listed as an underrepresented group and are eligible to receive funding for activities & practices, educational goals, and support services to students who are deficient in English, Math and to receive services in a timely manner.

Per 2015 implementing Guidelines for Title V Regulations for students with disabilities: Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a “timely manner” consistent with Section 53203 of this division, requests involving academic adjustments. This procedure shall provide for an individualized review of each request.

Per the CCCC Report 2018 Report Measuring disproportionate impact for students with disabilities in California Community Colleges

Students with disabilities: make up 10 percent of the community college student population;

- Continue to take educational assistance courses at a higher rate than non-DSPS students
- Have significantly higher rates of persistence from year to year;
- Drop out of college courses at the same rate as non-DSPS students;
- Are significantly lower in the rate of degree and certificate attainment
- Are lower in the completion of basic skills courses;
- Are less prepared to transfer to a four-year college;
- Perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

The report also sheds light on areas that warrant further research and intervention where in comparison to non-DSPS students, DSPS students:

- Are significantly lower in degree and certificate achievement
- Are less transfer-prepared.

The finding that DSPS students have higher rates of persistence but lower levels of basic skills course completion, significantly low degree and certificate completion and transfer preparedness, suggests that this student population is spending more time in reaching their goals than non-DSPS students. In order to adequately address these under representations and transfer issues, additional resources are needed.

Such an investment is consistent with the Chancellor’s Office current emphasis on implementation of the Guided Pathways framework to ensure a clear path to transfer and degree attainment that will contribute to student success. We expect that DSPS students will continue to benefit from the wide range of services that disability services offer to help in the success of the students. This report from the CCCC Office provides a point in time review of DSPS student success data that highlight some of the many program, policy, and fiscal challenges facing DSPS programs as they serve increasing numbers of students.

Per the Region X Survey: Cuyamaca College has one time funding from 3SP for Adjunct Counseling and DHH Funding. Due to mandate DSPS needs to have line item in new SEA Grant for Adjunct Counseling, DHH Funding, Nance and Student Hourly. Other Colleges in Region X have full-time Counselor in DSPS from Equity and several other colleges are given specialized tutoring for student’s with disabilities.

Per the Technical Site Recommendation of sharing the DHH Supervisor with Grossmont to deal with low use services for DHH and high load due to technical nature of the process.

Per the DSPS Student Survey: 2nd year in a row Counseling Services are ranked number 1 for the most valued service.

Per the CC Comparison Report: DSPS more males than the college, Ethnicity; Hispanic same % as the college, Black higher % than

Student Services Program Review Annual Update

the college, Age: Under 20 is less % than the college, 40+ higher % than the college (Iraq Refugee Population).

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS Evidence.pdf (3.4MB)

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups? To access a detailed report on the College's equity data, click here. To access college-wide student demographic and outcome data, click here.

DSPS Data from the College-disproportionate impact for students with disabilities:

Transfer Rate - negative 12.7% 2008-09-2013-14 and negative 7.4% 2010-11-2015-16. To improve services - Adjunct Counseling is needed along with Transfer workshops for student's with disabilities.

Degree Completion Rate - .negative .5% 2008-09-2013-2014 and negative 3.1% 2010--11 2015-2016. To improve services Adjunct Counseling is needed.

Certificate Completion Rate - not much data

Remedial ESL Progress Rate - went from positive 21.1% 2008-09-2013-14 to negative 1.0% 2010--11 2015-2016. The majority of the student's are Iraq Refugee's. To improve services workshops in Arabic are needed to go over our DSPS Program Academic Adjustments.

Remedial English Progress Rate - went from negative 16.3% to positive 3.2%. To improve services continue to refer student's with disabilities to the writing center and to receive additional tutoring.

Course Success Rate - negative 2.1% 2008-09-2013-14 and negative 1.1% 2010-11-2015-16. To improve services continue to refer student's to ARC Tutoring for one-on-one tutoring in subject area.

College data: Hispanic, Black, Males and student's with disabilities are the highest impacted groups.

DSPS Demographic Data: shows the same results which gives students with disabilities the highest impacted group on campus.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS Evidence.pdf (3.4MB)

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 5: Previous Goal 1

Student Services Program Review Annual Update

Q16 Previous Goal 1:

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

Q17 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student ,
Pathways
Student Validation and
Engagement

Q18 Goal Status

Deleted - Please explain below::
Faculty meet during the summer and decided not to keep this goal.

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q20 Please provide the rationale for this goal:

Respondent skipped this question

Q21 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q22 ****OPTIONAL**** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q23 Do you have another goal to update?

Yes

Page 6: Previous Goal 2

Q24 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

Student Services Program Review Annual Update

Q25 Link to College Strategic Goal(s): **Basic Skills** ,
Acceleration
Guided Student ,
Pathways
Student Validation and
Engagement

Q26 Goal Status Deleted - Please explain below::
High Tech Center is doing their own Program
Review

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

Q28 Please provide the rationale for this goal: **Respondent skipped this question**

Q29 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q30 ****OPTIONAL**** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. **Respondent skipped this question**

Q31 Do you have another goal to update? **Yes**

Page 7: Previous Goal 3

Q32 Previous Goal 3:

Students with disabilities will utilize the following: 3SP Mandated Core Services witch 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.

Q33 Link to College Strategic Goal(s): **Basic Skills** ,
Acceleration
Guided Student ,
Pathways
Student Validation and
Engagement

Student Services Program Review Annual Update

Q34 Goal Status

Deleted

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

New Grant SEA and New Reason Codes for SARS Data

Q36 Please provide the rationale for this goal:

Respondent skipped this question

Q37 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q38 ****OPTIONAL**** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q39 Do you have another goal to update?

No

Page 8: Previous Goal 4

Q40 Previous Goal 4:

Respondent skipped this question

Q41 Link to College Strategic Goal(s):

Respondent skipped this question

Q42 Goal Status

Respondent skipped this question

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q44 Please provide the rationale for this goal:

Respondent skipped this question

Q45 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q46 ****OPTIONAL**** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Student Services Program Review Annual Update

Q47 Do you have another goal to update? Respondent skipped this question

Page 9: Previous Goal 5

Q48 Previous Goal 5: Respondent skipped this question

Q49 Link to College Strategic Goal(s): Respondent skipped this question

Q50 Goal Status Respondent skipped this question

Q51 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q52 Please provide the rationale for this goal: Respondent skipped this question

Q53 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q54 ****OPTIONAL**** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

Page 10: V. New Goals (If Applicable)

Q55 Would you like to propose any new goal(s)? Yes

Page 11: New Goal 1

Q56 New Goal 1:

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

Student Services Program Review Annual Update

Q57 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student ,
Pathways
Student Validation and ,
Engagement
Organizational Health

Q58 Please provide the rationale for this goal:

Faculty met during the summer and wanted only one goal.

Q59 Please provide the goal action steps for the year (previously "Activities"):

Summary of Action Steps:

Hired a NEW Full-Time DSPS (General) Counselor who does DSPS Intakes and Counseling Services.

Hired an Hourly DHH Scheduler for Fall 2018.

Hired CalWORKs work-study students to do cart service

Hired 1 Adjunct Counselor's to do intakes and counseling appointments.

Faculty need to do Curriculum update in Summer 2019 for all PDSS Classes and in Fall 2019 have students fill out physical limitation document for all APE classes before they can register for the class.

Professional Development Activity: CAPED Conference.for Faculty. On October 8, 1974 the California Association of Post secondary Educators of the Disabled was founded by the adoption of By-Laws and promoting professional development, and the advancement of post secondary educational opportunities for students with disabilities.

Results of these action steps:

New DSPS (General) Counselor will start 1/14. To assist with intakes and general counseling needs. Additional need to keep one Adjunct Counselor.

Hired Hourly DHH Scheduler will hire ASL (Nance) Interpreters instead of going through agency, so the goal is to save money for the College. Technical Site Visit is another option for the VPSS at both College's to meet and discuss having the Deaf/HOH Supervisor at Grossmont to deal with low use of services for DHH and high load due to technical nature of the process.

CalWORKs Work-study students is not an option for mandated cart service due to language barriers, work schedules and culturally do not want to assist students with disabilities because they do not want to feel responsible for them. Need to hire student hourly who can work both the front office and drive the carts. Currently DSPS has 690 cart trips from point A to point B.

PDSS 096 and APE Classes filled in Fall 17 and Spring 18.

Workshops for Disproportionate Impact - Transfer, and ESL (academic adjustments).

CAPED Conference: 5 Faculty members - Registration, Hotel, and Airfare.

Student Services Program Review Annual Update

Q60 How will the goal be evaluated?

Goal will be evaluated by Student Equity Report, SARS Report, CC Comparison Report, Technical Site Visit, DSPS Student Survey Results, Region X Contact List, Region X Survey,

Q61 ****OPTIONAL**** New Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

DSPS Evidence.pdf (3.4MB)

Q62 Do you have another new goal? **No**

Page 12: New Goal 2

Q63 New Goal 2: **Respondent skipped this question**

Q64 Link to College Strategic Goal(s): **Respondent skipped this question**

Q65 Please provide the rationale for this goal: **Respondent skipped this question**

Q66 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q67 How will the goal be evaluated? **Respondent skipped this question**

Q68 ****OPTIONAL**** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. **Respondent skipped this question**

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to achieve this goal? **Yes**

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to achieve this goal? **No**

Page 15: Faculty Position Request(s)

Q71 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Respondent skipped this question

Q72 Related Program Goal(s):

Respondent skipped this question

Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q75 Related Program Goal(s):

Respondent skipped this question

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal?

No

Page 17: Classified Staff Position Request(s)

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Student Services Program Review Annual Update

Q79 Classified Staff Position 1 Related Program Goal(s): Respondent skipped this question

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. Respondent skipped this question

Q81 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR). Respondent skipped this question

Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: Respondent skipped this question

Q83 Classified Staff Position 2 Related Program Goal(s): Respondent skipped this question

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. Respondent skipped this question

Q85 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR). Respondent skipped this question

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal? No

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form Respondent skipped this question

Student Services Program Review Annual Update

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

Page 21: Perkins Request and Strong Workforce

Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal?

Yes

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description:

Workshops for Disproportionate Impact - Transfer, and ESL (academic adjustments).

Amount Requested \$:

\$5,000.00

Related Program Review Goal(s):

Goal 1

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Student Services Program Review Annual Update

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Page 24: X. Facilities Resource Needs

Q97 Are you requesting facilities resources to achieve this goal? **No**

Page 25: Facilities Request

Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form **Respondent skipped this question**

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form **Respondent skipped this question**

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development resources to achieve this goal? **Yes**

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

| | |
|---------------------------------|---|
| Description: | California Association of Post Secondary Educational Disability Conference |
| Amount Requested \$: | \$25,000.00 |
| Related Program Review Goal(s): | Goal 1 |

Q102 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here. **Respondent skipped this question**

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve this goal? **Yes**

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

| | |
|---------------------------------|---|
| Description: | Hourly DHH Scheduler and ASL (Nance) Interpreter's and Close Captioning Services for Deaf/HOH- mandated services |
| Amount Requested \$: | \$100,000.00 |
| Related Program Review Goal(s): | Goal 1 |

Q105 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

| | |
|---------------------------------|--|
| Description: | Academic and Student Hourly Support-mandated services |
| Amount Requested \$: | \$85,000.00 |
| Related Program Review Goal(s): | Goal 1 |

Page 30

Q106 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module. **Yes**
