

# Annual Program Update

## Overview

Before starting this form visit the [Columbia College Program Planning and Evaluation](#) website to check the Review Cycle to see if you should be completing this form or the Comprehensive Program Planning and Evaluation form and look at previous reviews and updates in the archive.

The purpose of the Annual Program Update is to provide an update on the program and it's curriculum (if applicable), create new goals and provide updates on past goals, and request resources to support your program. You are expected to collaborate with others who may provide valuable insight about your program. For example, administration, part-time faculty, counselors, students, faculty in other disciplines, classified professionals, and community partners.

## Instructions

At the bottom of this form there are two options available: Save and Submit. Use the Save option to save any progress on the form. You can use the "**Get Draft Link**" to send this link to other people for review or for you to review it later. **Jotform does not allow multiple people to simultaneously work on a form - communicate with one another if you share the link with multiple people.** If you are a reviewer only fill out areas that are designated "**Feedback (Reviewer Only)**" (The grey areas) and click Save. **Reviewers never click submit.**

This form is meant to be used for all programs across the college meaning some questions might not be applicable for specific departments. Put "Not applicable" or "N/A" if this is the case.

The form is broken up into five sections:

1. General Information
2. Curriculum and Course Offerings
3. Program Goals

4. Resource Requests
5. Additonal Thoughts
6. Submission

## General Information

Select your program \*

DSPS / Skills Development



Select the academic year \*

2025-26



If you are submitting in Spring 2026 or Summer 2026 (Student Services) you would select 2025-26.

Describe any major changes in the program from the previous year, if any. \*

after 1.5 years vacancy.

Personnel currently vacant/awaiting rehire: Counselor/Coordinator (primarily vacant since 2022 with brief 2.5 month return in 2024; Coordination duties back-filled for compliance with a combination of Program Specialist and Director of Special Programs)

Proposed personnel needed: see resource requests.

Policy/Procedural updates: Revised many services and internal processes, including full implementation of new database management system (Clockwork)

Feedback (Reviewer Only)

Please put your name next to any comment in case multiple people are reviewing.

## Curriculum and Course Offerings

### Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the Columbia College Dashboard for information on courses, programs, and course-to-program mappings.

## Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System \(COCI\)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering \(CCN\)](#) has helpful information for developing course outline of record for courses that need common course numbering.

Does the department have any curriculum (courses or awards) that need review? \*

- ☒ Yes
 ☐ No
 ☐ Not Applicable

Please list all courses and awards that need review. \*

The following courses are on the sunset list and need review. A minimum of 15 hours has been spent in meetings and collaborative discussions with administration, faculty, staff and community partners to plan for a curriculum needs for the future of the department, including a 2 year plan of course offerings. It was agreed, all 700 level courses will be deactivated AFTER the new courses are created and approved. The following will be deactivated prior to the spring 2026:  
 CSKLDV-705 Preparation for Citizenship Test  
 CSKLDV-710 Independent Living Skills

If you have courses or awards that need review, that's a good program goal!

Does the program have plans to create new courses or new awards? \*

- ☒ Yes
 ☐ No
 ☐ Not Applicable

**Describe the new curriculum (courses and awards) and the timeline for implementation. \***

This two-year plan has been developed in collaboration with the Dean of Student Services. It has not yet been presented to curriculum committee as the curriculum committee is currently operating with a curriculum prioritization list and faculty can submit information for a waitlist to be considered if the committee has time. The intent is to present this Certification of Achievement (COA) and coursework to the committee and work on the content until the committee indicates they are ready for review. The hope is faculty will be able to submit the curriculum in the Fall 2025 or Spring 2026 to be ready for the 26-27 catalog. This intended plan includes a

If you plan to add new curriculum, that's a good program goal!

To help answer this question below, please see the [Past Course Offerings Excel File](#).

**Reflect on past course offerings. Are offerings sufficient for students to complete the program in two years? Have you had discussions with your dean about the program's two-year plan of offerings? \***

DSPS has only consistently offered one SKLDV course (SKLDV 610). Initially it was offered every Fall semester only. Over time, the enrollment grew and it was expanded to be offered every Fall and every Spring semester. However, in the last two semesters, the enrollments have been low and the course has been cancelled. There are several factors to consider including a vacant, and then brand-new program specialist who was not yet able to assist with recruitment for class enrollment, declining enrollment with the Tuolumne County Transitions Program,

**Feedback (Reviewer Only)**

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## Program Goals

Please set **at least one** measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, establish an offering plan (two-year plan) for courses, increasing student learning and success, or improving student equity etc. **Resource requests are not goals. Resources are used to achieve goals.**

## Goal 1 (Required)

Goal 1 Title \*

Accurate and Robust Data Collection ai

Goal 1 Status \*

- ☐ New Goal
- ☒ In-Progress
- ☐ Completed

Map Goal 1 to one or more Strategic Plan objectives: \*

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Increase Award Completion     | <input type="checkbox"/> Increase Transfer Readiness  | <input type="checkbox"/> Reduce Equity Gaps                          |
| <input type="checkbox"/> Reduce Barriers to Completion | <input type="checkbox"/> Increase Workforce Readiness | <input checked="" type="checkbox"/> Maintain Institutional Stability |

**Goal 1 Description.** Please provide a description of the goal. If the goal is in-progress or completed please provide an update on the goal and the status of any resource requests related to this goal. \*

DSPS has been in a staffing deficit for multiple years, this lead to inaccurate data collection and incorrect reporting protocols, amongst other issues. In the 2023-24 year the DSPS contacts were reported at 185 originally, by the time this error was recognized the only way to fix it was a complete District-wide MIS resubmission. We have since hired and properly trained adequate staff to collect and report the MIS and other data (i.e. VAR starting summer/fall 2025) correctly. Additionally we implemented an entirely new DSPS student data system, Clockwork- with the primary goal of increasing data accuracy, increase student empowerment,

**Feedback (Reviewer Only)**

Please put your name next to any comment in case multiple people are reviewing.

## Goal 2 (Optional)

### Goal 2 Title

Increase Outreach and Onboarding Effc

### Goal 2 Status

- ☐ New Goal
- ☒ In-Progress
- ☐ Completed

### Map Goal 2 to one or more Strategic Plan objectives:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Increase Award Completion     | <input checked="" type="checkbox"/> Increase Transfer Readiness  | <input checked="" type="checkbox"/> Reduce Equity Gaps    |
| <input checked="" type="checkbox"/> Reduce Barriers to Completion | <input checked="" type="checkbox"/> Increase Workforce Readiness | <input type="checkbox"/> Maintain Institutional Stability |

**Goal 2 Description.** Please provide a description of the goal. If the goal is in-progress or completed please provide an update on the goal and the status of any resource requests related to this goal.

The need for consistent, detailed Outreach and clear, easy-to follow student onboarding efforts emerged through analysis of prior DSPS data and collected feedback. Feedback was gathered from DSPS Counselors, state/national subject matter experts, referring community agencies and schools in the local community, as well as current DSPS students and their families reported.

Increased outreach efforts started with the goal to reinstating prior levels of community outreach (i.e. staffing shortages) with the added focus on how best to

### Feedback (Reviewer Only)

Please put your name next to any comment in case multiple people are reviewing.

## Goal 3 (Optional)

### Goal 3 Title

Increase campus-wide Accessibility an

### Goal 3 Status

- ☐ New Goal
- ☒ In-Progress
- ☐ Completed

### Map Goal 3 to one or more Strategic Plan objectives:

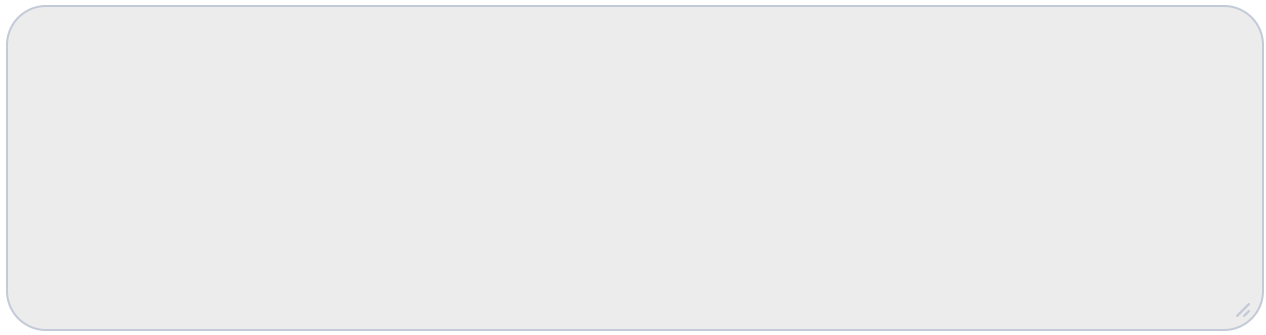
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Increase Award Completion                | <input type="checkbox"/> Increase Transfer Readiness  | <input checked="" type="checkbox"/> Reduce Equity Gaps               |
| <input checked="" type="checkbox"/> Reduce Barriers to Completion | <input type="checkbox"/> Increase Workforce Readiness | <input checked="" type="checkbox"/> Maintain Institutional Stability |

**Goal 3 Description.** Please provide a description of the goal. If the goal is in-progress or completed please provide an update on the goal and the status of any resource requests related to this goal.

The DSPS Team can help guide and be vigilant in keeping up with all new Access, Accessibility, Accommodations, and disability-related legislation. Use recent survey data and direct requests/feedback from all constituent groups (Admin, Faculty, Staff, and students) to guide topic selection, with the goal of increased knowledge base in Accommodations, Accessibility, Universal Design, Neurodiversity, and any training associated with implementation of any/all Disability related laws.

For example use of the new DSPS portal- Clockwork, as well as student related

### Feedback (Reviewer Only)



Please put your name next to any comment in case multiple people are reviewing.

## Resource Requests

The purpose of this section is to make resource requests for the program. If a resource request is related to one of your goals listed in the previous section, list the goal numbers.

### Resource Requests



Resource Type	Item Name / Brief Description	Related Goal(s) (If applicable)	Cost (estimate)
Travel	AHEAD/CAPED/otr	Goals 2 & 3	15000.00

Resource Type	Item Name / Brief Description	Related Goal(s) (If applicable)	Cost (estimate)
Staff Member	DSPS full time educ	Goals 1-3	210000.00

Resource Type	Item Name / Brief Description	Related Goal(s) (If applicable)	Cost (estimate)
Faculty Member	Counselor/Coordin	Goals 2 & 3	150000.00

Resource Type	Item Name / Brief Description	Related Goal(s) (If applicable)	Cost (estimate)
Staff Member	Instructional Techn	Goal 2	Please Select

Feedback (Reviewer Only)

Please put your name next to any comment in case multiple people are reviewing.

Additional Thoughts

What else would you like to share about the program? Has the program had successes that were not reflected in this form? Are there opportunities for improvement at the college that would positively influence the program (for example, a position that serves

students across campus, or a service that could be added or expanded)? Additionally, if you have any feedback on this Program Planning and Evaluation process, please provide it here.

The DSPS Team has been through significant personnel and policy changes in the last four years. With only one original team member remaining since 2022, the whole team is still in the process of rebuilding. While great strides and accomplishments of stabilizing the service delivery have been made, the trust of the community (internal and external) needs to be rebuilt. We have a strong foundation maintained by our resident FT Counselor, and now assisted by newly trained staff from the past year of hiring. However, the amount of time and effort required to build back the robust personal relationships both on and off campus,

If you have additional supporting documents that you would like included, please add them here.



### Browse Files

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System Survey Data ...76088a1c



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Columbia - Student ...2299a807



Columbia - Staff&Fa...3bd9fa33



Files added to this section will be attached to the final document that is posted on the website.

### Feedback (Reviewer Only)

Please put your name next to any comment in case multiple people are reviewing.

# Submission

For the submitter only, not the reviewer. Have you received good feedback and are you ready to submit your Comprehensive Program Planning and Evaluation?

☐ Yes

Save

6/17/25

#### Goal 1

DSPS has been in a staffing deficit for multiple years, this lead to inaccurate data collection and incorrect reporting protocols, amongst other issues. In the 2023-24 year the DSPS contacts were reported at 185 originally, by the time this error was recognized the only way to fix it was a complete District-wide MIS resubmission. We have since hired and properly trained adequate staff to collect and report the MIS and other data (i.e. VAR starting summer/fall 2025) correctly. Additionally we implemented an entirely new DSPS student data system, Clockwork- with the primary goal of increasing data accuracy, increase student empowerment, maintain compliance, and increase accountability within the DSPS data management processes. However, we are still noticing on-going data accuracy issues both in our new database, Clockwork reports need to be finetuned, and in our MIS reporting. We are currently working with the MIS team at District to uncover the solution. We currently have updated our internal procedures to negate data mismatches that were causing only a fraction of the errors (correctable on the DSPS staff side). Now we have narrowed it down to a programing issue on the District's MIS team or Colleague issue. We will keep this goal open until that issue is resolved AND set a new data accuracy and implantation goal for the new State CCCC VAR reporting tasks starting in summer/fall of 2025.

#### Goal 2

The need for consistent, detailed Outreach and clear, easy-to follow student onboarding efforts emerged through analysis of prior DSPS data and collected feedback. Feedback was gathered from DSPS Counselors, state/national subject matter experts, referring community agencies and schools in the local community, as well as current DSPS students and their families reported.

Increase outreach efforts started with the goal to reinstating prior levels of community outreach (i.e. staffing shortages) with the added focus on how best to build a clear pathway to Columbia College for any student with a disability. Currently in-progress 1) securing a specific Special Education and general counselor contact at every local feeder high school; building a personal relationship of trust and understanding with each school contact by including them in semi-annual advisory survey/meetings/and general outreach inquiries via personal communications in email, phone, and especially site/campus visits from the DSPS Program Specialist. DSPS Specialist is assigned to seek out outreach opportunities at each community partner/high school and field incoming requests. DSPS Counselors and other staff attend outreach efforts as needed to meet the specific request: Alt media/tech tools or DSPS Intakes, for example. More formal partnership with the EOC program and Dual Enrollment departments at CC need to be further explored to help strengthen the clear pathway and increase appropriate referrals to DSPS from community partners. The focus in the EOC collaboration can help students that are inquiring about College in general, not only CC specific, as long as they do apply to CC as part of their exploration process (quick transfers to other CCCs with increased DSPS programming for example). And although all CCAP students primary accommodation services resides in the High School, Special Admit HS students attending an online or in-person CC campus-based course should be served by DSPS if accommodations are needed to provide equal access.

2) Improved and increased marketing tools customized to specific audience/population needs, per recommendations from partners and observable student need. Examples are increasing the materials geared towards a graduating senior transitioning from IEP to post-sec Accommodation processes, dual-enrolled 9-12th graders, and adult students looking for skill development or CTE- to name a few in development. Another target population is the In-reach opportunities of transfer students, and those attending CC already but not utilizing their DSPS services for variety of reasons. More survey/focus group data is needed to develop in-reach that is still in compliance with Title V regulations.

### Goal 3

The DSPS Team can help guide and be vigilant in keeping up with all new Access, Accessibility, Accommodations, and disability-related legislation. Use recent survey data and direct requests/feedback from all constituent groups (Admin, Faculty, Staff, and students) to guide topic selection, with the goal of increased knowledge base in Accommodations, Accessibility, Universal Design, Neurodiversity, and any training associated with implementation of any/all Disability related laws.

For example use of the new DSPS portal- Clockwork, as well as student related trainings that provide direct access to tools and the latest research. Other examples might include helping train others on new legislation: AB 1882 (Cal Grants for DSPS students with an FLE of 9 units), AB 2821 (statewide framework for disability compliance training to ensure that students with disabilities can access the accommodations and supportive services they need for success), Housing Accommodations, etc.