



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - DSPTS

(Goal 1)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

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

Summary of Progress or Results

Summary Date: 10/14/2024

Summary of Progress or Results: DSPS Main Office has moved to a new bldg G-238. HTC was able to purchase chairs, tables and computer's for students with disabilities. High Tech Center purchased Dragon Naturally Speaking for students who can use speech to text to do assignments. Otter ai was purchased and is a notetaking software that is used on either I-Phone or Android to take notes in class lectures. Notes are used for students who have auditory processing issues, blind/low vision to go over what the instructor has said in the classroom to assist with retention and remediation.

Reporting Period: 2023 - 2024

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action Steps; To update assistive technology software such as Fusion, JAWS, Kurzweil and Naturally Speaking Dragon and make it a networkable version so it is available on every computer on campus. Purchase another 50 licenses of Otter ai as our student population is increasing and the software is becoming more popular than traditional notetaking. Need to purchase 3 new computers one for the Assistive Technology/Alternate Specialist, one for New Test Proctor and one for the Alternate Media Room which is inside the HTC. Need to purchase 3 IPADS. One for Low Vision Equipment and 2 for students who need them for closed captioning.

(Goal 2)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities. (X)

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

Summary of Progress or Results
<p>Summary Date: 11/26/2024</p> <p>Summary of Progress or Results: Staffing Needs</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <p>Summary of Progress or Results</p> <p>Deaf/Hard of Hearing Lead Interpreter position: (only job description that could work under the Supervisor at Grossmont). 10 months 30 hours a week. DSPS does not have adequate staffing per Federal (ADA & Section 504 Rehabilitation Act), State (Title V) mandates. Staffing is essential to accommodate students accommodations in a "timely manner". Currently, DSPS at Cuyamaca College (Region 5) does not have a full-time employee to serve our Deaf/Hard of Hearing students. In 2022, DSPS had a Technical Site Visit that addressed the need to hire a Full Time Deaf/Hard of Hearing Scheduler or to move Grossmont's Full-Time Supervisor of Deaf/HOH to the District to oversee both Colleges with assistance. As the DSPS Coordinator I laid out several solutions and the repercussions of having an Office of Civil Rights Compliant. A stop gap was put in place in 2011 where the ARC Supervisor of Deaf/HOH population was scheduling our Deaf/HOH population in 2011. In 2013 Cuyamaca College was instructed to not use Grossmont's Supervisor for the Deaf/HOH population with no explanation. For several years, the Coordinator, Speech and Language Specialist, 2 Student Services Specialist and 1 Student Services Assistant volunteered a semester or two to help out. Since 2013, Cuyamaca College has not had a full-time Deaf/HOH Scheduler to assist with the daily operations of this population. The department has reached out to Region 5, Coordinator's, Listserv, Local Agencies that strictly work with this population. ASL Interpreting and Real Time Captioning needs to be done by a licensed/certified NID and currently no one is able to attend to the Deaf/HOH Video Phone since the DSPS Department at Cuyamaca does not have any employee who can do ASL Interpreting. Since this Federally mandated accommodation has not been fulfilled it has not only violates Federal, State Law their are access concerns to communication to the classroom , student services and events, Recently the DSPS Coordinator worked with IT and got a generic email address (www.dhh.cuyamaca@gcccd.edu) so who ever is serving the Deaf students have access and the certified NID DHH Scheduler does too. In addition, Grossmont/Cuyamaca Community College District is currently paying \$48.00 per hour for ASL Interpreters. Our neighboring college's such as SDCCD is paying \$63.00 per hour and Southwestern College is currently paying \$64.00 per hour. Grossmont and Cuyamaca is located in East County we are having difficulty in hiring ASL Interpreters. Human Resources has a new hiring agency Personnel Commission which has slowed down the hiring process for any position especially specialized positions. This is becoming an accreditation issue along with equity, access, support and communication for our Deaf/HOH students.</p> <p>In addition, DSPS is requesting a budget increase of General funds for ASL Interpreters and captioning costs: of \$75,000.00 annual for year of 25/26.</p>

Summary of Progress or Results

DSPS Coordinator:

This position will be vacant by mid-August due to retirement. It is a position paid by restricted funding (DSPS).

Title V regulations:

Each district receiving funds pursuant to this subchapter shall designate a DSPS Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS. The designated Coordinator must meet the minimum qualifications for a DSPS counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling, or administration in secondary education, working predominately or exclusively in pro-grams for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.

(c) Districts receiving funding pursuant to this subchapter may also employ classified and/or paraprofessional support staff. Support staff shall function under the direction of a DSPS counselor, instructor, or Coordinator as appropriate for the support services or instruction being provided.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

Implementation

Section 56048t

Summary Date: 12/14/2023

Summary of Progress or Results:

Deaf/Hard of Hearing Lead Interpreter position: (only job description that could work under the Supervisor at Grossmont). 10 months 30 hours a week.

DSPS does not have adequate staffing per Federal (ADA & Section 504 Rehabilitation Act), State (Title V) mandates. Staffing is essential to accommodate students accommodations in a "timely manner". Currently, DSPS at Cuyamaca College (Region 5) does not have a full-time employee to serve our Deaf/Hard of Hearing students. In 2022, DSPS had a Technical Site Visit that addressed the need to hire a Full Time Deaf/Hard of Hearing Scheduler or to move Grossmont's Full-Time Supervisor of Deaf/HOH to the District to oversee both Colleges with assistance. As the DSPS Coordinator I laid out several solutions and the repercussions of having an Office of Civil Rights Compliant. A stop gap was put in place in 2011 where the ARC Supervisor of Deaf/HOH population was scheduling our Deaf/HOH population in 2011. In 2013 Cuyamaca College was instructed to not use Grossmont's Supervisor for the Deaf/HOH population with no explanation. For several years, the Coordinator, Speech and Language Specialist, 2 Student Services Specialist and 1 Student Services Assistant volunteered a semester or two to help out. Since 2013, Cuyamaca College has not had a full-time Deaf/HOH Scheduler to assist with the daily operations of this population. The department has reached out to Region 5, Coordinator's, Listserv, Local Agencies that strictly work with this population. ASL Interpreting and Real Time Captioning needs to be done by a licensed/certified NID and currently no one is able to attend to the Deaf/HOH Video Phone since the DSPS Department at Cuyamaca does not have any employee who can do ASL Interpreting. Since this Federally mandated accommodation has not been fulfilled it has not only violates Federal, State Law there are access concerns to communication to the classroom, student services and events, Recently the DSPS Coordinator worked with IT and got a generic email address (www.dhh.cuyamaca@gcccd.edu) so who ever is serving the Deaf students have access and the certified NID DHH Scheduler does too. In addition, Grossmont/Cuyamaca Community College District is currently paying \$48.00 per hour for ASL Interpreters. Our neighboring college's such as SDCCD is paying \$63.00 per hour and Southwestern College is currently paying \$64.00 per hour. Grossmont and Cuyamaca is located in East County we are having difficulty in hiring ASL Interpreters. Human Resources has a new hiring agency Personnel Commission which has slowed down the hiring process for any position especially specialized positions. This is becoming an accreditation issue along with equity, access, support and communication for our Deaf/HOH students.

Summary of Progress or Results

Reporting Period: 2023 - 2024

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Hire a DHH Scheduler with DSPS Restricted Funds and Equity Funds

Find documentation for both of these positions under document repository since there is not a place to upload under goals.

Service Area Overview and Update

Lead Author

Beth Viersen

Collaborator(s)

Johnny Barner, Margaret Jones and Rachelle Pangiban

Initial Collaboration Date with Service Area Team

09/09/2024

Dean/Manager(s)

Dr. Sade Burrell

Initial Collaboration Date with Dean/Manager

10/15/2024

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

Summary:

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 recently incorporated using a mobile app called "Otter AI" to assist our student with note-taking support. We have purchased renewable licenses which will allow our student to download the app and use it through their cellphone as a recording device that allows the student to receive an emailed transcript of that class's lecture. This allows our student to participate in classes utilizing the latest technology. 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 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 and/or transfer.

Please describe your service area changes/challenges:

Due to these efforts DSPS has increased 18% since the pandemic, we currently are at 700 students and growing. DSPS has been asked to do a VAR report. If DSPS was allowed to purchase ClockWorks a software program specifically for Categorical programs such as DSPS, EOPS, CalWorks and Veterans we could have customized VAR reports that we could generate and give to I.E in minutes. The challenge is Associate Vice Chancellor of IT has denied both Grossmont and Cuyamaca College DSPS/ARC Departments the right to purchase. Every college in Region 5 has ClockWorks, Simplicity or AIM specialized student records system. We are the only district to not purchase. Good News we are currently in the process to hire the Assistive Technology/Alternate Media Specialist position which has been vacant since 2023 and the Test Proctor position

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which has been vacant since 2019. In 2024 under the leadership of our new Associate Dean our efforts were supported to do more inreach and outreach events. All Staff participated in a personality assessment to determine how to approach and work with each other. Increase of Veterans seeking DSPS Services eliminated the barrier due to hiring another Veteran and holding one-on-one workshops by Assistive Technology Alternate Media Specialist. Continued hiring of equity blend of staff in both full-time and part-time status. Currently hired Adjunct Counselor who speaks Spanish.

- Increase in Inreach and Outreach efforts
 - Disability Awareness Week
 - Autism Acceptance Event
 - Job Fair for students with disabilities collaborated with options for all.
 - East County Alliance meetings with colleagues from DOR, SDRC, GUHSD and Dual-Enrollment
 - Annual Advisory Meeting with Grossmont - "Share out" of all area's in DSPS and ARC, new staff made connections with more permanent staff increase awareness, collaborated and share policies and procedures.
 - Purchased swag for inreach and outreach events
 - Created Brochure for New Office location-G-238

Another interesting point but goes along with our efforts is our Fall 2024 DSPS student survey, when asked about a preference for counseling appointments. In our survey, over half of the respondents prefer to have counseling appointments in person while just under half of the respondents prefer online appointments. This preference is magnified when it comes to the learning environment and has been demonstrated in our enrollment numbers as more of our students are taking classes at Grossmont College due to them having more in-person course offerings. Another challenge is Title II regulations will be in full force that means anything on our Cuyamaca Colleges website needs to be fully accessible for the blind, alternate media has to be in the student's hands the first day of class and all lecture and you-tube video's need to be closed captioned by April 2026. Grossmont's Distance Education department is looking to hire an Accessibility Specialist to be the liaison for Faculty for their Canvas Shells, Video's being captioned, PDF documents being tagged and working as a liaison between Faculty and Publisher's so any software for example "mymathlab" software management systems are accessible. Cuyamaca College needs to be creating a position similar because it's the College's responsibility not DSPS. We would like to ensure that current staff has parity with other categorical areas maintaining equitable and appropriate distribution of area responsibilities. DSPS will need equity monies in the future to sustain the impact of new regulations and processes such as VAR reporting and staffing needs. We have increased our offering of (PDSS) classes to benefit our current students and to encourage new students who are transitioning from High School and or our growing dual enrollment population of high school students to take our 1 unit P/NP classes. One Faculty member in DSPS will be putting in their paperwork for retirement for August 2025.

Attach Related Documents - Service Area Overview and Update

[ARC- DSPS Advisory Agenda.docx](#);

[Autism Awareness.pptx](#);

[Autism Flyer.docx](#);

[Disability Awareness flyer.pdf](#);

[Disability Focus Job Fair](#);

[DSPS Brouchure.pdf](#);

[HTC Tutor Flyer.pdf](#);

[PDSS Classes for Fall 2024.pdf](#)

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Data

- SARS
- Colleague
- Perceptive Content
- Annual DSPS Student Survey
- MIS Reports
- Comparison Reports
- CCCCO Data
- VAR Report
- SSARAC Report

Please discuss any equity gaps in access or success the data revealed.

Equity Gaps in DSPS

Student Access to Services: Disabled Student Programs and Services is an "Open Access Department" we have no caps. Retention and Persistence: Currently students with disabilities have academic supports such as accommodations that "level the playing field." Statistically our student retain and persist because our Counselor's provide an individualized interactive process with the student. Disability Management/Educational Limitations which creates a comprehensive plan to the students instead of a one size fits all. Continue to offer online and in person support services to students. Meet them where they are at in order to achieve an outcome that will bring down barriers. For example: Maico, Cynthia and myself did several Veteran collaborative workshops at the Vet Center. For Fall 2024 we have seen an increase in Veteran's seeking DSPS services like never before. They are being served.

African American/Black are maintaining comparatively higher % than all other students.

We need to work closely with inreach and outreach to our Hispanic population as we lost our RISE Coordinator who worked closely with our program and promoted our academic services, for example: priority registration, alternate media (text to speech), assistive technology, Otter ai (notetaking) and especially extra time for taking exams, in distraction reduced environment and access to adaptable hardware and software.

Outreach and Inreach activities especially to our Asian/Pacific Islander population. Marketing/Advertisement in local venues outside of El Cajon. Go to where they live, have businesses, work and play

If a student is able to meet with DSPS services personnel (staff and/or faculty) increases their chances of success. Success breeds retention, retention breeds persistence, persistence breeds GRADUATION (SUCCESS) and TRANSFER!

Results of 23/24 Comparison Report/College vs. DSPS

- DSPS served 355 students in Fall 2023, which is a 4% increase from Fall 2022 (342 students)
- DSPS served 377 students in Spring 2024, which is an 18% increase from Spring 2023 (319 students)
- On average, DSPS students attempted and completed more units compared to all other students

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- Overall, DSPS students experienced higher course retention rates (92%) and higher course success rates (81%) in Spring 2024 compared to all other students (90% and 78%, respectively)
- Fall 2023 DSPS students were more likely to persist to Spring 2024 (79% persistence rate) compared to all other students (71% persistence rate)
- On average, DSPS students experienced similar term GPAs (2.90 in Fall 2023 and 3.10 in Spring 2024) compared to all other students (2.97 and 3.07, respectively)
- Black and African-American DSPS students experienced equity gaps in course success rates (67.2% in Fall 2023 and 78.6% in Spring 2024) compared to white DSPS students (78.8% in Fall 2023 and 84.7% in Spring 2024)
- Latinx DSPS students experienced equity gaps in fall-to-spring persistence (70.1%) compared to white DSPS students (84.3%); Latinx DSPS students also experienced equity gaps in course success rates (66.1% in Fall 2023 and 73.6% in Spring 2024) compared to white DSPS students (78.8% in Fall 2023 and 84.7% in Spring 2024)

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

Student Services:

Collaborate: UMOJA, RISE, Puente, LGBTQIA, Veterans, EOPS, CalWORKS, CARE, NEXT UP, UP, and Outreach Department.

Collaborate with all programs meet them on their turf to inform new and continuing students about our program.

For example: booth, collaborate on an event with Career Center, Library and Veterans.

GUHSD works closely with our Outreach Department who provides tours and onsite at the High Schools. Also, provides transition support so students seeking our services receive phone calls, emails and flyers regarding how to enroll in our services.

Instruction:

Our DSPS Counselor was on Sabbatical and created a DSPS Canvas Instructional Hub for Instructional Faculty for Students Rights and Faculty Rights. Student vs. Instructional Responsibilities

Increase presentations to Classrooms, Faculty Department meetings, ILAT, Chairs and Coordinators and Retreats. Do more Professional Development activities.

What has this data revealed about the progress of the program review goals you set?

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. So far, DSPS students 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 remote services like Zoom appointments, creating HTC forms in an accessible online format, and providing most DSPS services remotely and in-person. At present, we are still working on developing accessible videos for our website to familiarize students with our services.

In addition, Cuyamaca College has violated Federal and State mandates by not having appropriate personnel for our Deaf population. Access to Communication for a Deaf student is essential and we currently are the only College in Region 5 who does not have a Deaf/HOH Scheduler. Also, we do not have a Program Specialist like EOPS and CalWorks. Our Student Services Specialist is doing the job of a Program Specialist and our Student Services Assistant is doing the job of a Student Services Specialist. Also, with Title II mandates the College needs to look at hiring an Accessibility IT Manager as a liaison for Faculty.

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I can explain my disability-related needs to others on campus, for example instructors, counselors and staff. 24% strongly agree, 13% Agree and 1% strongly disagree

I share my academic adjustments (accommodations) with my instructors. 25% agree, 12% agree and 1% neither agree nor disagree

I use disability-related academic adjustments (accommodations) to achieve my educational goals. 22% agree, 11% agree and 3% neither agree nor disagree.

I use Cuyamaca DSPS website to learn about DSPS Services. 19% strongly agree, 12% agree and 4% neither agree nor disagree

Related Documents - Student Access, Learning, and Achievement

[cuyamaca-dsps-automated-comparison-report-2023-2024-20240718 \(7\).pdf](#);

[cuyamaca-dsps-student-survey-2023fa-all-responses.pdf](#);

[Title V-DSPS.pdf](#);

[CC DSPS Status, Gender, Age Group, Ethnicity.xls](#)

Service Area Assessment

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

No

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

SAO 1: Assess why eligible Latinx students are underrepresented in DSPS

2023-2024-DSPS FA 33 SP 32. College FA 35 SP34. Currently Latinx students are not underrepresented in DSPS we are within 3 point margin. We may want to look at this SAO and revise it.

SAO 2: Revise test proctoring processes for the online virtual environment and increase use of the service among eligible students. We are currently out to hire a Test Proctor 10 month 30 hours a week. Once the hire is complete we are looking at creating a form online and coming up with ways to bring down the barriers so students and faculty can do everything virtually.

SAO 3: How are students with disabilities utilizing DSPS High Tech Center services to support their academic success. We are currently out to hire an Assistive Technology/Alternate Media Specialist who is going to create virtual online forms for both Alternate Media and one for HTC General questions. Create InReach events and coordinate with the Outreach to bring High School Tours to the HTC.

SLO: PDSS 081- SLO1,2 and 3 assessed 2015- *all 3 need to be updated*

SLO: PDSS 085 - SLO1 assessed 2014FA SLO2 2016SP-*both need to be updated*

SLO PDSS 096 SLO 1- assessed 2019SP SLO 2 - assessed 2019SP-*both need to be updated*

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

Barriers to access TracDat and we had one Faculty on sabbatical. DSPS is low in Faculty and staff we just hired our third Associate Dean in the past 3 years so communication and transition has not be fluid.

Also, DSPS at Cuyamaca College and ARC at Grossmont College went out to purchase Simplicity a Confidential Student Records System for DSPS. We were denied by the Associate Vice Chancellor of Technology at the District.

Currently DSPS has to begin a new reporting process VAR. This may lead to funding. VAR reporting can be customized in Simplicity, Clockworks or AIM all three of these software programs are currently being used in Region 5. We are the only District not supporting one of these software program which provide access to both student and faculty member.

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

One project that we have worked on is DSPS-Use of Outreach Merchandise FY24. This has assisted us with purchasing swag and events planning.

Another project is online DSPS application agreement for services. Waiting for website to be updated.

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Related Documents - Service Area Assessment

[DSPS - Use of Outreach Merchandise_FY24_Working Copy 2-14-24 \(1\).xlsx](#);

[Cuyamaca DSPS Application Service Agreement Fillable.pdf](#)

Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review