

Administrative Services, President's Cluster, and Student Success and Support Programs, College Centers  
Annual Program Planning Worksheet for 2026

**Program:** Disability Support Programs and Services

**Current Year:** 2025-2026

**Last Year CPPR Completed:** 2023-2024

**Current Date:** 3/10/2026

**Cluster:** Student Success and Support Programs

The Annual Program Planning Worksheet (APPW) is the process for:

- Reviewing, analyzing and assessing programs on an annual basis
- Documenting relevant program changes, trends, and plans for the upcoming year
- Identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- Highlighting specific program accomplishments and updates since last year's APPW

**Please complete the following information. Please note that responses are not required for all elements of this document.**

## I. General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose or direction. Indicate any changes that have been made to address equity gaps.

### Organizational Structure and Staffing Changes

In response to personnel changes, DSPS hired the following positions:

- Alternative Media Facilitator
- Program Assistant
- Testing Center Coordinator

The Program Assistant applied for the Testing Center Coordinator position shortly after she started and accepted the position. The vacant Program Assistant position was filled in Fall 2025.

### Program Updates and Direction

Disabled Student Programs and Services (DSPS) continues to provide accommodations and support services to ensure students with disabilities receive equitable opportunities to

achieve their educational goals. The department promotes self-advocacy, independence, and full integration into the college experience. We inform the campus community on disability-related matters and guide the implementation of accessible practices and accommodations.

While internal enrollment-based data and California Community College Chancellor's Office (CCCCO) Management Information Systems (MIS) data yield different unduplicated headcounts due to methodology, both sources indicate overall growth in the program. Depending on the data source, headcount increases range from 6.7% to 8.1%, reflecting a consistent upward trend in students served. The department has made considerable progress in drawing down carryover that accumulated because of staffing transitions and related capacity constraints. The department has successfully recruited several positions; however, open positions remain. In addition to filling vacancies, DSPS is expanding staffing to enhance supportive services and is actively recruiting short-term academic tutors, testing proctors, and Learning Disability Specialists. Over the course of the reporting period and through Fall 2026, aligning investments with the Educational Master Plan and the Vision 2030 framework is a key priority. DSPS has purchased and supported strategic investments in equipment, software, and mobility devices to support program goals and increasing demand.

As a result of program growth, in-person requests for counseling, advising, and test proctoring have increased substantially. DSPS continues to offer multiple service modalities (in-person and remote). The redesigned DSPS website meets accessibility standards. Marketing materials, the faculty handbook, brochures, and eligibility instructions have been updated. The college website redesign also enhanced DSPS content. New videos were created for students, faculty, and community partners. Over the course of the reporting period, DSPS offered workshops on using the program database, assistive technology, and study skills.

The department also continues to strengthen partnerships with the Department of Rehabilitation, the County Office of Education, local high schools, correctional facilities, and nonprofit agencies. Disability Support Programs and Services responded to numerous orientation requests, both on campus and at feeder high schools. For example, at the spring DSPS Registration Event for local high schools, forty-nine students enrolled in classes. DSPS continues partnering with the local SELPA to increase the number of students onboarded with a Student Education Plan (SEP) and ready to register. Transitioning high school students into DSPS supportive services remains a high priority for the program.

### **Professional Development and Learning**

To advance EMP priorities and enhance service quality, DSPS staff engaged in the following professional development and learning activities:

## Professional Development & Conferences

The Alternative Media Facilitator and Accommodation Assistant both attended the annual California Association of Post-secondary Educators and Disability (CAPED) conference. This was an excellent opportunity for staff to learn more about technology, best practices, trends, and support services for students with disabilities. In addition, the Accommodation Assistant completed the University of California, Los Angeles (UCLA) Program for the Education and Enrichment of Relational Skills (PEERS). This training supports her work advising the “Wired Like This” social group for neurodiverse students. Information gathered from the conferences and training was shared within the department.

## Committees and Taskforces

The DSPS Director serves on the curriculum committee and Behavioral Intervention Team (BIT). Other DSPS staff serve on Health and Wellness, Care, Benefits, Classified Campus Climate, and DSPS Advisory Committees. The DSPS counselor served on the College Council and Student Equity Plan Taskforce.

## II. Data Analysis and Program-Specific Measurements

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

### A. Data Summary:

- Describe data collection tool(s) used.

Data sources include internal Institutional Research reports for campus-level metrics and trend analysis and CCCCO Data Mart extracts for state-reported and comparative data.

Total Students Served

Category	2021/2022	2022/2023	2023/2024	2024/2025
District-wide MIS	808	771	791	844
SLO MIS	359	503	521	575
North County MIS	99	120	113	156
South County MIS	1	3	2	6
Distance Ed	709	602	566	583

California Community Colleges Chancellor's Office Disabled Students Programs & Services (DSPS)  
Unduplicated Headcount: San Luis Obispo CCD

Primary Disability Status	2021/2022	2022/2023	2023/2024	2024/2025
Total	951	921	928	1,003
Acquired Brain Injury (ABI)	43	44	33	20
Attention Deficit Hyperactivity Disorder (ADHD)	148	137	175	202
Autism Spectrum	64	66	99	121
Blind and Low Vision	13	7	9	4
Deaf and Hard of Hearing (DHH)	20	19	16	21
Intellectual Disability (ID)	9	10	6	7
Learning Disability	213	205	187	200
Mental Health Disability	302	293	256	278
Other Health Conditions and Disabilities	109	115	123	122
Physical Disability	30	25	24	28

DSPS by Ethnicity

Ethnicity	2022/2023	2023/2024	2024/2025
African-American	16	23	17

<b>Ethnicity</b>	<b>2022/2023</b>	<b>2023/2024</b>	<b>2024/2025</b>
American Indian/Alaskan Native	6	7	7
Asian	31	30	26
Filipino	4	2	2
Hispanic	304	295	334
Pacific Islander	1	2	3
Two or More Races	59	66	76
Unknown/Non-Respondent	14	15	18
White Non-Hispanic	486	488	520
Totals	921	928	1,003

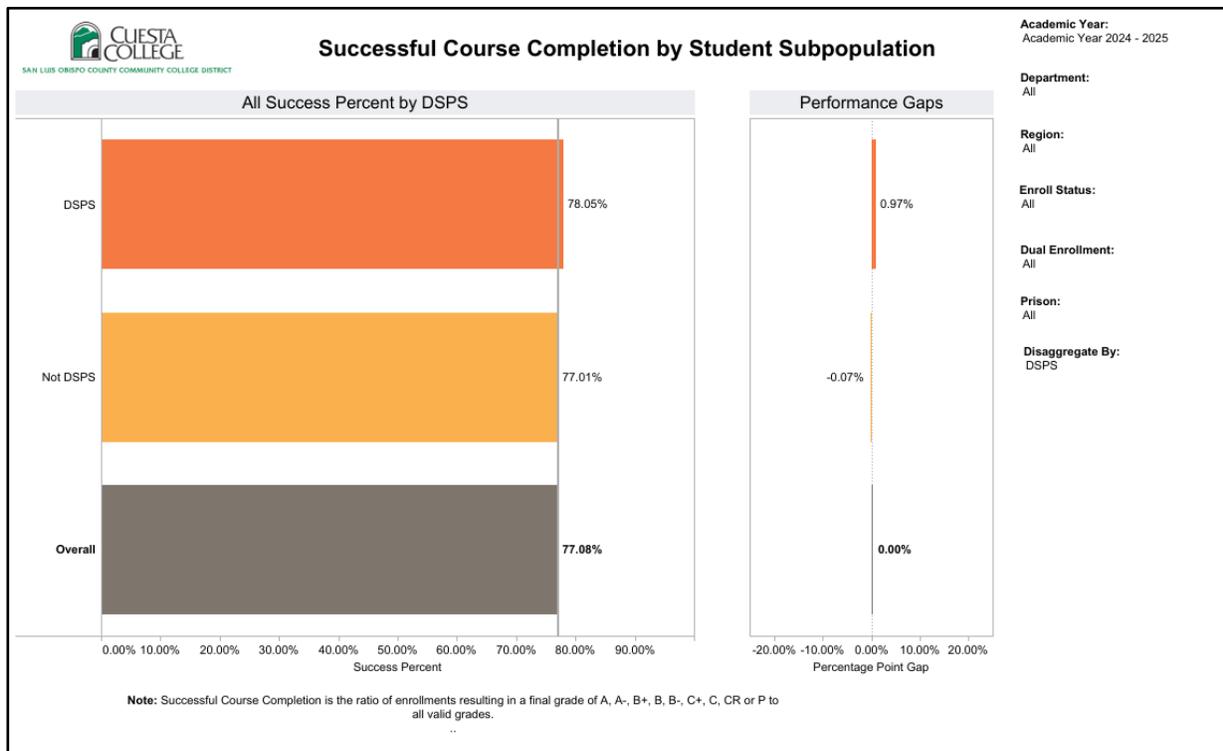
DSPS by Age

<b>Age</b>	<b>2022/2023</b>	<b>2023/2024</b>	<b>2024/2025</b>
17 or less	114	88	92
18 & 19	240	265	297
20 to 24	228	242	240
25 to 29	91	95	96
30 to 34	70	76	91
35 to 39	65	48	64
40 to 49	57	54	69
50 +	56	60	54
Totals	921	928	1,003

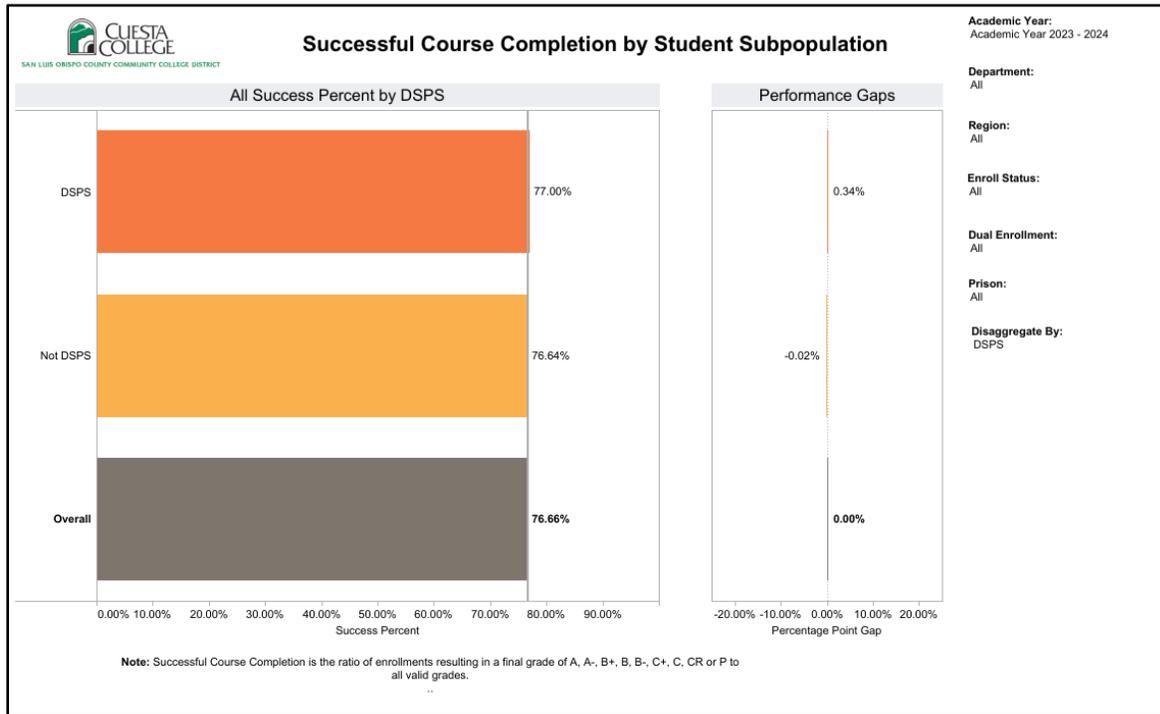
DSPS by Gender

Gender	2022/2023	2023/2024	2024/2025
Male	350	345	374
Female	533	520	543
Non-binary	n/a	n/a	1
Unknown	38	63	85
Total	921	928	1,003

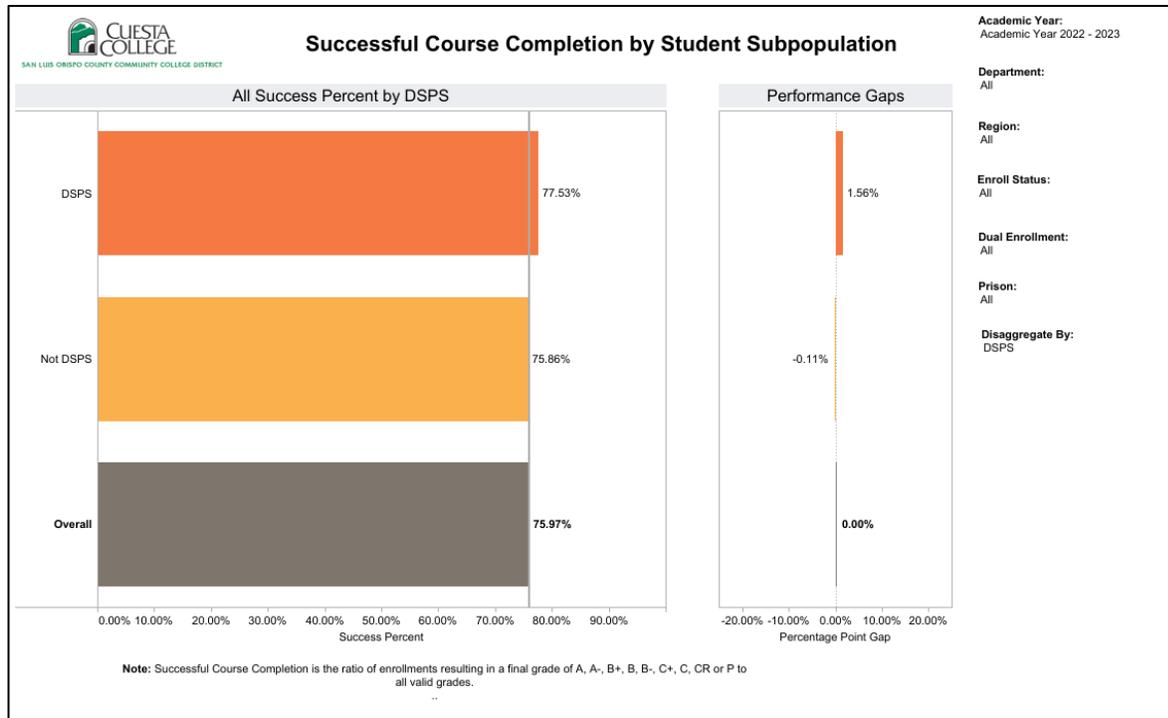
Successful Course Completion by Student Subpopulation (2024-2025)



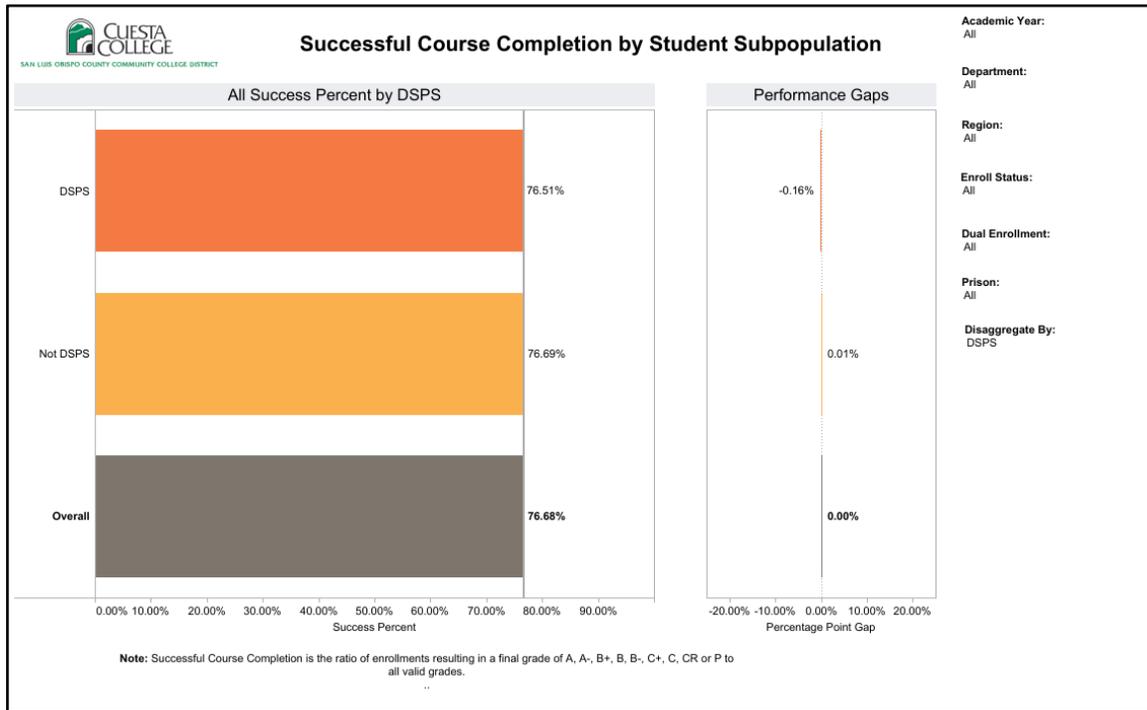
## Successful Course Completion by Student Subpopulation (2023-2024)



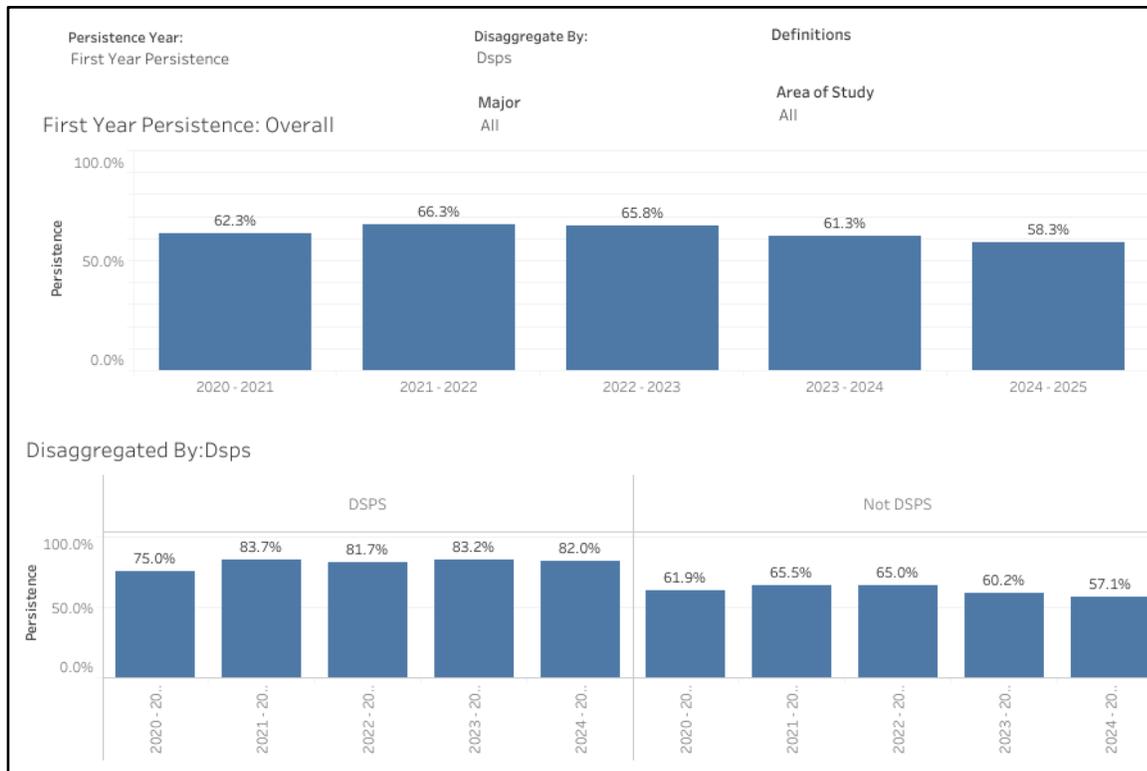
## Successful Course Completion by Student Subpopulation (2022-2023)



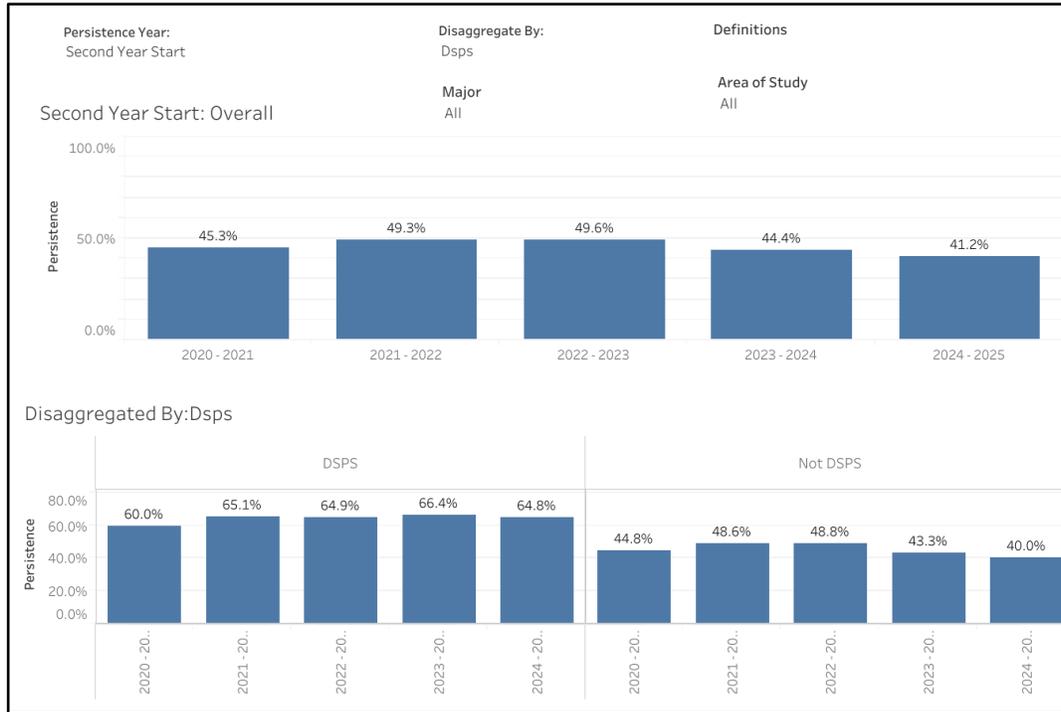
## Successful Course Completion by Student Subpopulation (All Years)



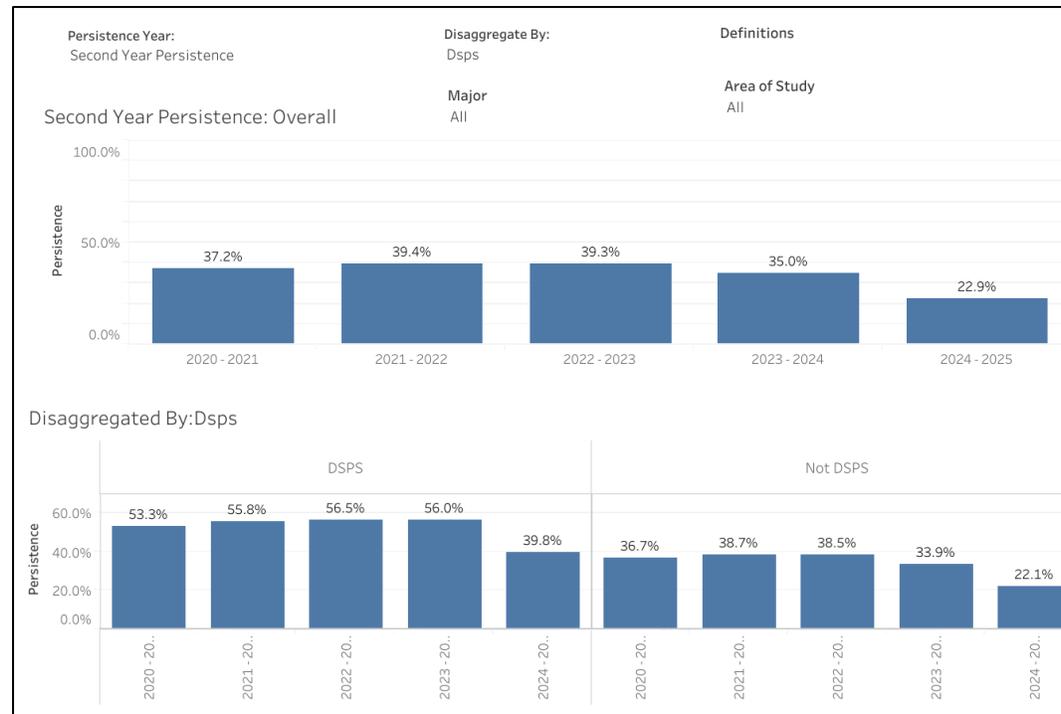
## First Year Persistence (Overall)



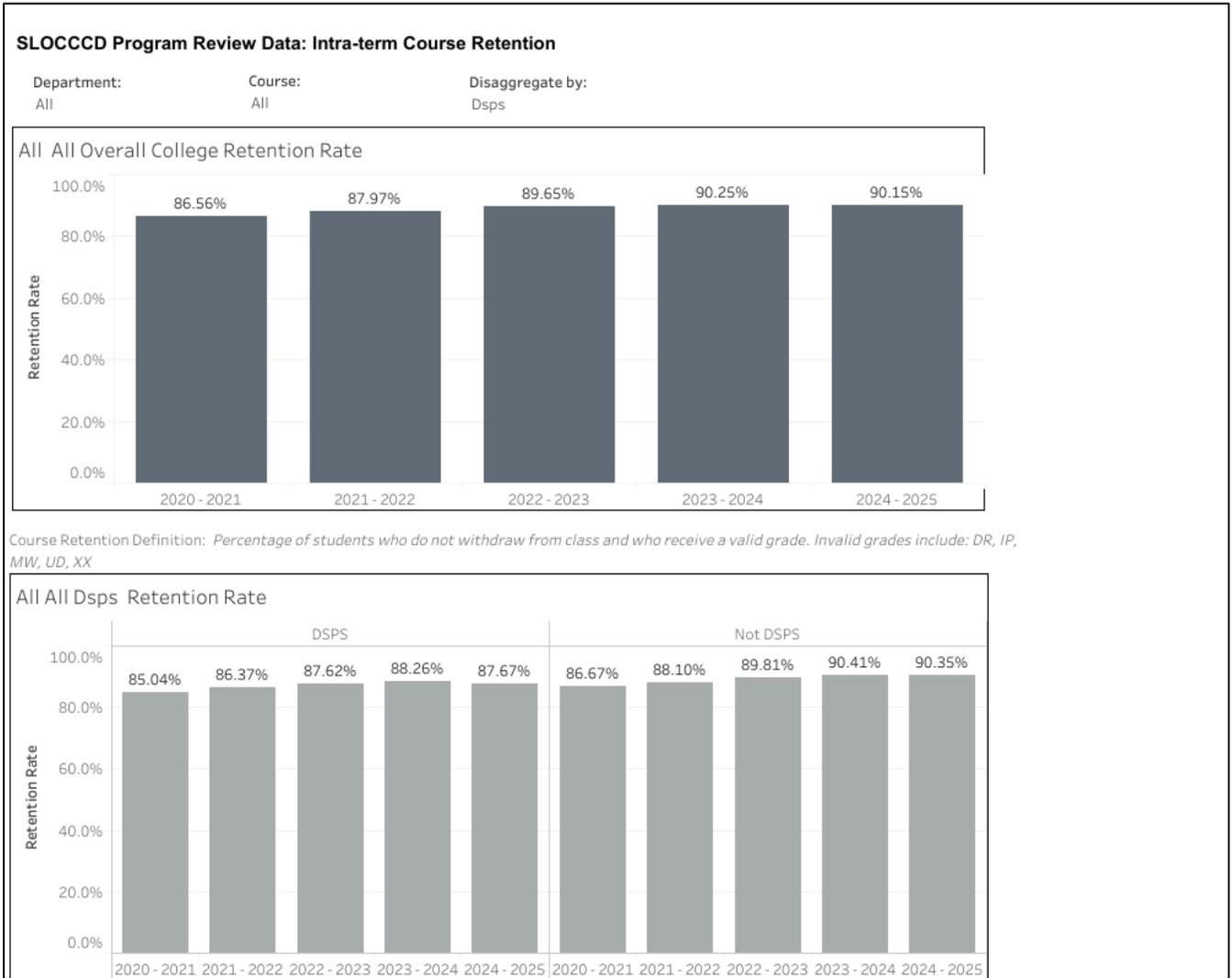
## Second Year Start (Overall)



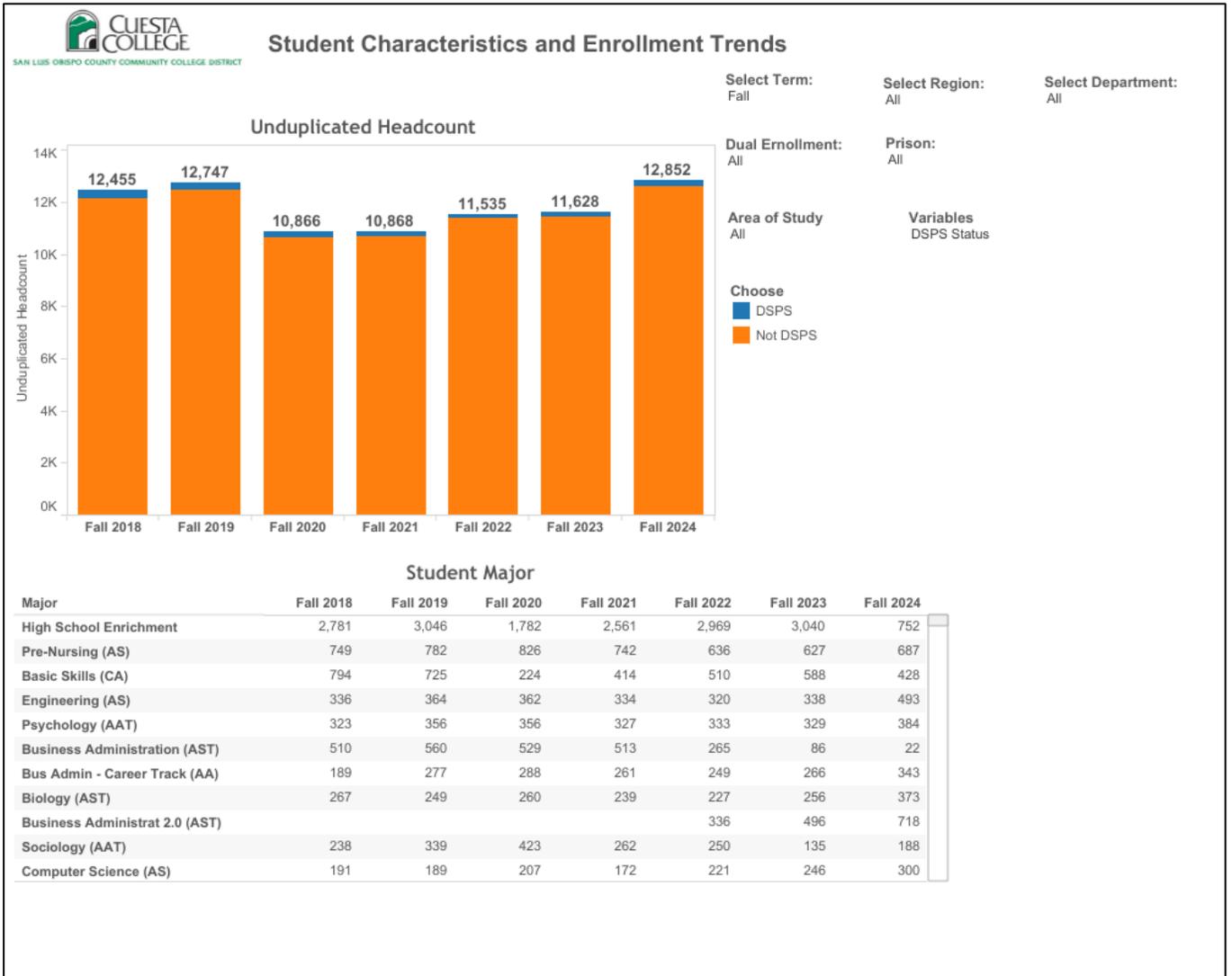
## Second Year Persistence (Overall)



## Intra-Course Retention



# Enrollment



## Award Count

Disaggregated Award Count												
	DSPS						Not DSPS					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
AA	52	33	155	69	95	46	385	350	1,370	761	987	710
AAT	23	36	41	30	22	22	318	390	374	332	360	326
AS	14	12	34	20	19	22	193	214	275	265	216	234
AST	15	21	25	19	12	20	202	234	258	253	210	242
CA	63	181	135	153	122	94	825	2,574	1,422	2,078	1,896	1,277
CS	29	58	26	28	15	18	355	1,195	450	383	324	313
Noncr..				3	1		65	130	7	403	246	106

Overall Award Count						
	2020	2021	2022	2023	2024	2025
AA	437	383	1,525	830	1,082	756
AAT	341	426	415	362	382	348
AS	207	226	309	285	235	256
AST	217	255	283	272	222	262
CA	888	2,755	1,557	2,231	2,018	1,371
CS	384	1,253	476	411	339	331
Noncredi..	65	130	7	406	247	106

## California Community Colleges Chancellor's Office: Special Population/Group Award Summary

Total Awards by Year	2022/2023	2023/2024	2024/2025
DSPS total	365	349	311
Associate in Science for Transfer (A.S.-T) Degree	21	13	23
Associate in Arts for Transfer (A.A.-T) Degree	35	27	32
Associate of Science (A.S.) degree	25	22	30
Associate of Arts (A.A.) degree	78	113	72
Certificate requiring 60+ semester units	16	8	3
Certificate requiring 30 to < 60 semester units	95	94	87
Certificate requiring 16 to fewer than 30 semester units	55	44	36

<b>Total Awards by Year</b>	<b>2022/2023</b>	<b>2023/2024</b>	<b>2024/2025</b>
Certificate requiring 8 to fewer than 16 semester units	8	8	5
Certificate requiring 6 to < 18 semester units	17	5	14
Other Credit Award, < 6 semester units	11	14	9
Noncredit award requiring from 48 to < 96 hours	3	1	0
Noncredit award requiring < 48 hours	1	0	0

B. Data Interpretation:

Describe results from previous improvement efforts to the program based on institutional or departmental changes.

The Disability Support Programs and Services (DSPS) unduplicated headcount increased from 2023-2024 to 2024-2025 by 6.7%. The second unduplicated headcount chart comes from the California Community College Chancellor’s Office (CCCCO) Datamart and Management Information Systems (MIS). This headcount is higher, reflecting growth from 2023-2024 to 2024-2025 of 8.1%. Institutional Research indicated that the discrepancy between the two unduplicated headcounts may stem from using internal data on enrolled DSPS students rather than MIS data submitted to the CCCCCO. Effectively, MIS data may include students served by DSPS who did not enroll in a class, resulting in a lower internal headcount. The discrepancy may also be due to students withdrawing from classes and the dates by which the internal data was collected. Before 2015, Title 5 required DSPS students to have an enrollment record associated with a contact. Per Implementing Guidelines, revision date 10/6/16, enrollment in classes is no longer necessary (Education Code 84850, as amended by AB-2791). Discussions ensued for potentially changing the programming for collecting unduplicated headcounts internally to reflect this change and use the MIS semester data to align the reports.

The largest disability categories remain neurodiverse conditions (mental health, ADHD, learning disabilities, autism). ADHD, Autism Spectrum, and mental health-related disabilities continue to drive demand for expanded social integration programming, neurodiversity training, and enhanced learning disability and executive functioning support. Ethnicity trends show 52–53% White and approximately 33% Hispanic representation. Compared to

the general student population (47% White, 38% Hispanic), Hispanic students are slightly underrepresented in DSPS.

Most DSPS students are ages 18–24, with notable increases in the 30–39 age range. More Psychiatric Technician and LVN students ages 30–39 are requesting services. Female students continue to outnumber male students (approximately 60% to 40%). The “Unknown” gender category increased slightly in 2024-2025 and represents about 1% of students.

### **Course Completion and Persistence**

In 2024-2025, DSPS course completion (78.05%) slightly exceeded non-DSPS completion (77.08%). Over five years, DSPS students have maintained higher completion rates. However, the seven-year average (2019–2025) shows DSPS slightly below (76.51%) than non-DSPS (76.68%). Performance gaps are minimal.

Enrollment trends show recovery to Fall 2019 levels. However, degrees and certificates earned declined in 2025 compared to 2024. This suggests that while course success is strong, fewer students are converting persistence into degrees and certificates. While the statewide data show a slight increase in degrees and certificates awarded, the institution reflects a slight decline consistent with the program-level trend.

First-year persistence rates for DSPS students significantly exceed those of non-DSPS students:

- 2024-2025: 82% (DSPS) vs. 57.1% (non-DSPS)
- 2023-2024: 83.2% vs. 60.2%
- 2022-2023: 81.7% vs. 65.0%

Second-year persistence also exceeds non-DSPS rates:

- 2024-2025: 39.8% (DSPS) vs. 22.1% (non-DSPS)
- 2023-2024: 56.0% vs. 33.9%
- 2022-2023: 56.5% vs. 38.5%

Second-year start analyses show DSPS students persist at higher rates than non-DSPS peers (64.8% vs. 40%).

- 2024-2025: 64.8% (DSPS) vs. 40.0% (non-DSPS)
- 2023-2024: 66.4% vs. 43.3%
- 2022-2023: 64.9% vs. 48.8%

DSPS retention rates remain strong and closely aligned with overall rates, however, they are lower than non-DSPS peers. Reduced course loads may contribute to differences in retention and long-term persistence. DSPS students often enroll in fewer than twelve units and may change majors, which may extend their time to completion.

In summary, DSPS is successfully supporting students in course success, persistence, and short-term retention, with minimal performance gaps. However, declining second-year persistence and award attainment indicate a need to shift focus toward structured, completion-oriented case management. Rapid growth in ADHD and Autism populations, increasing Hispanic enrollment, and expanding demand require strategic staffing investments and targeted engagement models to sustain equity and improve degree outcomes.

Identify areas, if any, that may need improvement for program quality and growth.

It is essential for DSPS to successfully hire more support staff to provide necessary services and case management for the current student population. A Learning Disability Specialist (LDS) can provide assessments for students unable to afford psychoeducational evaluations or who lack insurance coverage. The absence of an LDS creates an institutional barrier for access to services.

The volume of orientations, activities, and case management requires additional human capital. Additionally, as the number of DSPS students increases, there is increased demand for test proctoring, counseling, technology requests, and supportive services. Current staffing levels have impacted the coverage of both the SLO and North County DSPS offices.

Recommend any changes and updates to the program based on the analysis above.  
For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Several certificated positions have been requested to strengthen program design and expand student access. Dedicated specialists and instructional support roles are essential to advancing equity, improving service delivery, and aligning with institutional strategic goals.

### III. Annual Program Outcomes (ASOS and SSOS), Assessment and Improvements

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

## A. Current Program Outcomes:

In prior reporting cycles, Disability Support Programs and Services (DSPS) Student Service Outcomes were not established. In the last APPW, the department set broad goals to:

1. To increase the number of DSPS students earning degrees/certificates/transfer and improve student retention and course completion.
2. Focus on disproportionately impacted groups (DSPS students transferring and DSPS male students completing) for follow-up counseling appointments, workshop attendance, or securing necessary resources.
3. Utilize case management to strengthen institutional engagement through enhanced student support programs.

### Increasing the Number of DSPS Students Earning Degrees and Certificates

The number of degrees and certificates awarded has declined, but with the adoption of case management, proactive advising, structured pathways, and integrated academic supports, the impact to increase degrees and certificates will occur in the next reporting cycle. The use of cohorts monitored for milestone completion, Strategic and Tailored Assistance for Retention (STAR Signal) referrals, and Cougar Track: Equity in Motion (CTEIM) to monitor gateway course pass rates, probation status, and units completed, is important. Utilizing DSPS services is essential, and access to the DSPS counselor and Disability Specialist for timely appointments remains a key factor in increasing degrees and certificates.

### DI Student Engagement

To advance the goal of focusing on disproportionately impacted (DI) groups—particularly DSPS students transferring and DSPS male students completing—DSPS has strengthened targeted engagement, programming, and follow-up strategies.

The department expanded student engagement through new workshops in assistive technology, study strategies, and wellness (e.g., Genio 101, Kurzweil, Media Hour, Extensions and Plug-ins, Start Strong, AIM 101, Time Management/Procrastination, and The Joy of Art and Wellness). These workshops, along with participation in Open Casa, Cougar Days, Connect at Cuesta, Promise, STEM events, twenty new student orientations, registration events, parent and high school counselor outreach, and a Cal Poly field trip, created multiple touchpoints for follow-up counseling appointments and resource connection—particularly for DI students.

To foster belonging and retention, the neurodiverse “Wired Like This” social group became an official ASCC club, meeting weekly and continuing to grow membership and community engagement. This structured peer connection supports persistence, especially for male and transfer-intending DSPS students.

DSPS also strengthened institutional capacity by providing faculty training on neurodiversity, the AIM Faculty Portal, assistive technology, accessibility tools, and DSPS procedures—helping ensure classroom-level support aligns with completion and transfer goals.

Looking ahead, DSPS will partner with Institutional Research to analyze participation data and disaggregate outcomes aligned with the Student Equity Plan (SEP), ensuring programming and follow-up counseling are intentionally directed toward DI groups. Additionally, the department has ensured all materials are ADA-compliant and available in multiple languages, reducing barriers and promoting equitable access to services, workshops, and counseling resources.

Collectively, these efforts position DSPS to more strategically identify, engage, and support disproportionately impacted students through targeted follow-up, resource connection, and community-building initiatives that advance transfer and completion outcomes.

### Case Management

To strengthen institutional engagement through case management, the college implements a coordinated, proactive support model that starts at the time of a student’s application. Students receive tailored welcome communications from Admissions, Student Records, and Registration based on their student group (e.g., traditional, non-traditional, international, distance education), followed by intentional outreach from Disability Support Programs and Services (DSPS). Staff assess individual needs, provide timely referrals to appropriate services, and maintain ongoing follow-up through mid-semester check-ins, phone calls, and end-of-term communications. This continuous, individualized engagement ensures early intervention when needed, reinforces student connection to the campus, and supports persistence and success throughout the academic journey. DSPS is also supporting strategic layers of the Cougar Compass case management framework like Strategic and Tailored Assistance for Retention (STAR Signal) and Cougar Track: Equity in Motion (CTEIM).

**B. Describe your program assessment:**

Disability Support Programs and Services (DSPS) annually evaluates progress toward measurable objectives in its Student Service Outcomes (SSOs) and SSSP strategic goals, which are aligned with the California Community Colleges Chancellor's Office Vision 2030 and the college's Educational Master Plan. Progress toward these goals is outlined above, and the department is responsible for all required compliance reporting, including fiscal, MIS, VAR, and other state reports.

To ensure transparency and accountability, the department holds bi-weekly check-ins with the Dean and weekly department meetings to review progress toward goals. Annual strategic planning retreats and monthly divisional meetings support ongoing assessment and identify areas for improvement.

Both quantitative and qualitative data are regularly analyzed to identify gaps, ensure consistency, and drive continuous improvement. Compliance and evaluation processes are formative and focused on using data to inform strategic solutions and strengthen outcomes.

**C. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year:**

As noted in the Current Program Outcomes section, DSPS previously had limited Student Service Outcomes. During this cycle, the department developed 2025–26 strategic goals aligned with divisional SSSP goals, the Educational Master Plan, and Vision 2030. In collaboration with areas under the Dean's oversight, DSPS is building comprehensive systems to consistently categorize, track, and analyze data—shifting from a compliance-based to a formative evaluation approach. This includes investing in data literacy professional development for direct services staff to bolster and enhance case management strategies.

To support implementation of the SSSP Case Management Model, Cuesta Connect was adopted as the central platform for documenting referrals, contacts, cohort participation, and milestone tracking. MIS and Vision-Aligned Reporting (VAR) reason code crosswalks were developed to ensure consistent and accurate reporting. DSPS also implemented student cohorts; proactively contacted applicants with missing disability verification; provided referrals to obtain documentation; and assisted students in securing 504 Plans or IEPs from prior schools. As of Spring 2026, all departmental contacts are tracked in Cuesta Connect and aligned with MIS and VAR requirements.

Additionally, outcomes over the past year have made several improvements aimed at increasing access, engagement, and equity in service delivery. For example, students participate in DSPS workshops at a higher rate. The number of tests proctored has increased, including the number of students using these services, as outlined in the table below.

DSPS Test Proctoring Services Summary

	Fall 2024	Fall 2025	Change
Tests Proctored	1255	1771	+41%
# Classes	136	162	+19%
# Students	200	266	+33%

This was expected given the overall increase in the number of students served and implementation of the case management system. Testing volume at the North County Campus (NCC) increased due to Psychiatric Technician and Licensed Vocational Nursing (LVN) students. DSPS also developed dynamic forms for Flexible Attendance and Occasional Late Assignments to strengthen faculty-student communication and clarify accommodation parameters.

The Behavior Intervention Team (BIT) was reinstated to help support both faculty and students with resources and training. There is a growing number of neurodivergent students who may require additional support. The BIT meets monthly to promote a supportive, intervention-focused approach, ensuring faculty can refer students for assistance rather than defaulting to disciplinary action. Additional training for BIT members in trauma-informed and neurodiversity-responsive practices is in development.

**D. Recommend changes and updates to the program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).**

Based on assessment of program outcomes, the department will continue investing in human capital to scale programs and services in response to increased demand, ensuring sustained service quality, compliance, and equitable access for all students.

#### IV. Anticipated Service Challenges/Changes

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged consequently.

##### **Suggested Elements:**

##### A. Regulatory changes

Year 4 (Five-Year Implementation by 27-28) of the new DSPS Funding Formula - \$200,000 base = 70% DSPS Headcount = 20% Expanded College Effort. Allocations will be determined based on 22-23 H/C x per student rate \$1,143.

Additional regulatory requirements include ensuring accurate student-level Vision Aligned Reporting (VAR) data that connect students and services provided to support accountability, funding alignment, and data-informed continuous improvement.

##### B. Internal and external organizational changes

Carryover DSPS funds support an adjunct Learning Disability Specialist (LDS) to reduce onboarding bottlenecks for new DSPS students. Due to limited appointment availability, particularly at the start of the term, the Director continues to review disability verifications and develop Academic Accommodation Plans (AAPs). Additional temporary positions are needed to support increased student volume and case management requirements.

##### C. Student and staff demographic changes

Limited certificated staffing has resulted in longer wait times for appointments with the Disability Specialist and DSPS Counselor, impacting timely access to accommodations, educational planning, and assistive technology/alternative media. Increased demand for alternative media production, particularly Braille, has created additional coordination and turnaround challenges, and projections indicate continued growth in need beginning Fall 2026.

##### D. Community economic changes – workforce demands

N/A

##### E. Role of technology for information, service delivery and data retrieval

DSPS continues to use the Accessibility Information Management (AIM) Database and completed an extensive upgrade during the summer of 2025. The new AIM version

launched successfully in Fall 2025 and included updated faculty and student instruction guides. DSPS continues to schedule and document services, respond to case management requirements, and issue referrals through ConexED. The department simultaneously manages AIM and ConexED to ensure all activities, communication, and service delivery are synchronized between the databases. Furthermore, DSPS reviews all student contacts in Banner, which drives the DSPS funding, each semester, to ensure accuracy for MIS submission.

DSPS invested in innovative technology licenses, including AI-based tools. Emerging AI policies may impact future accessibility resources.

F. Providing service to multiple off-campus sites

DSPS continues to support off-campus sites, including the local feeder high schools, the California Men’s Colony (CMC), and alternative high schools, providing information regarding disability services. Disability Support Programs and Services (DSPS) also attended the Psych Tech Advisory Committee meetings and several Department of Rehabilitation events to share available student resources.

G. Anticipated staffing changes/retirements

Potential retirement may impact staffing at the North County Campus, though no formal announcements have been made. Temporary positions being filled are contingent on successful recruitment and interest.

## V. Overall Budget Implications

Provide a brief description of the immediate budget request(s) made in your Resource Plan ([download from this folder](#)) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

### Elements:

A. Personnel

#### Personnel Requests

- Full-time Learning Disability Specialist
- Full-time DSPS Specialist
- Sign Language Interpreter (Hourly)

The department remains understaffed relative to student growth. Additional human capital is essential to meet increased demand and sustain service quality, compliance, and equitable access to supportive services.

B. Equipment/furniture (other than technology)

N/A

C. Technology

N/A

D. Facilities

N/A



Name	Title	Signature	Date
Kathy Peters, Disability Specialist			03/10/2026

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Name	Title	Signature	Date
Michelle Bach Peters, Division Assistant		 <small>Michelle Bach Peters (Mar 10, 2026 12:33:09 PDT)</small>	03/10/2026

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Name	Title	Signature	Date
Alysha Nye, Program Assistant			03/10/2026

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Name	Title	Signature	Date
Juan Pablo Vega Quinones, Alternative Media Facilitator			03/10/2026

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Name	Title	Signature	Date
Christopher Mutshnick, Dean, Student Success & Support Programs		 <small>Christopher Mutshnick (Mar 10, 2026 12:40:59 PDT)</small>	03/10/2026

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