

CAPED Mentorship Program

2019-2020 Year Report

California Community Colleges Chancellor's Office

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Mentoring
Collaboration
Protégé/Mentor
Dynamic
Mutually Beneficial
Relationships
Responsible
Receptive
CAPED

Executive Summary p.1

Introduction

The California Association for Postsecondary Education and Disability (CAPED) Mentorship Program pursued the training of new DSPS Directors for the fourth consecutive year. Data were gathered by a Needs Assessment and Year End Survey sent to **14 Protégés** and **18 Mentors**, which yielded a total of **29 responses**. This report reflects the year's Learning Outcomes, Activities, Training Modalities and Administration.

Protégé Learning Outcomes

New Directors or Protégé Learning Outcomes were very strong across all six areas of the curriculum. ***Budget and Fiscal Management*** was again the area of practice with the ***most significant growth (learning), importance to the job, and impact of participating in the CMP.***

Outcomes overall reflected the importance of the skills needed to effectively manage the sudden migration to online programs and services and advocate campuswide for their programs.

In terms of application to practice, ***protégés strongly agreed*** the impact of ***participating in the CMP made them better equipped to perform their job.***

Mentor Learning

Mentors cited ***learning on multiple levels***, and significantly so. They were active online within the ***Canvas Course*** resources, presentations, and discussion boards, more so in some cases than the protégés. Mentors also cited ***mutual learning as an outcome, encompassing what they learned from their protégés.*** They became ***reflective of their own practices and rejuvenated.***

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2019-2020 was a year of challenge and growth, and it is reflected in the following outcomes:

- ***100% of protégés and 78% of mentors said that after participating in the mentorship program, they are better equipped to perform their jobs. Many said significantly so.***
- ***100% of protégés and 78% of mentors said that the program met or exceeded their expectations.***
- ***80% of protégés and mentors want to remain in touch with their mentorship pair. The rest said maybe for a variety of reasons. No one said no.***

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CMP Activities

When rating the three CMP Activities, participants found ***the Mentor Pair Relationship*** “most beneficial to learning.” Closely followed by ***Face-to-Face Training*** and more distantly ***the Canvas Site***.

However, when rating the ***Canvas Site*** on its own for ***usefulness in building their knowledge base***, they rated it ***highly***.

The ***Mentorship Relationship*** reflected an ***array of responses***, including bimodal bipolar outcomes for the number of times they were in contact and the number of hours they communicated. Both ***mentors and protégés*** indicated that they valued ***the relationship*** but for some there was simply limited time for anything other than migrating online.

Three out of four participants said they would like to participate in the program next year if given the opportunity.

Training Modalities and Preferences

Face-to-face training rated as the ***modality most beneficial to learning***. While participants know that there may be limitations on in-person meetings next year, they hope it will be used when the pandemic abates. In the meantime, they prefer synchronous Zoom meetings for a variety of applications.

High outcomes of this year’s ***Legal Workshop*** reflect the ***impact of face-to-face training*** for this group.

Program Administrative Outcomes

Administrative outcomes for the 2019-2020 year are consistent with the past three years. This year’s responses indicated ***79% strongly agree*** the ***CMP Coordinator*** provided effective leadership and ***100% strongly agree*** the ***CMP staff*** provided services in a timely manner.

Perspectives from the field:

- ***From a protégé:***
 - ***“The biggest benefit was the mentor. There are many incidents that occur on campus with faculty, students and staff that you may not be prepared for. Being able to ask your mentor or region members is extremely helpful.”***
- ***From a mentor:***
 - ***“I enjoyed the positive learning experience with my protégé. It was rewarding to the both of us and we have developed a friendship that will last for years.”***

Protégé Student Learning Outcomes I

Protégés Demonstrated High Outcomes Across All Metrics

When the CAPED Mentorship Program was *created in Fall 2016*, *Dr. Lucinda Aborn collaborated with other CAPED leaders to identify the core competencies of the DSPS Director position*. Based upon these competencies, they *developed the program's supporting modules and trainings that are refined and expanded each year according to current need*. These *competencies were formalized into the Student Learning Outcomes (SLOs) of the program*.

SLO Assessment

Three factors are assessed at the end of the year, including **1) Knowledge Growth** (Learning), **2) Impact of the mentorship program** upon their learning, and **3) Importance** of the topic *to performing their job*.

Established *benchmarks determine the significance* of each factor. *This year all three factors reflected the impact of operating within a context of a pandemic and shifting priorities*.



Pre-COVID-19 [Contra Costa College Disabled Students Programs and Services](#)

This year's outcomes more clearly defined what directors do to manage the day-to-day operations of the DSPS Program and what they do to advocate for their program within campuswide planning, funding, and governance structures.

Protégé Student Learning Outcomes II

Day-to-Day Operations Outcomes

Budget and Fiscal Resources

- How to Manage Your Budget
- DSPS Allocation Formula
- SSARCC
- MIS Reporting

Of all areas of practice, **Budget and Fiscal Resources** has consistently rated high on every measure *every year*. This year it was ***singularly significant for all outcomes in all topics, with Growth ranging from 30%-72%***.

Expertise with budget and fiscal management in the area of DSPS is unique and complex, with implications for meeting legal mandates. Due to intricate reporting of disability types and funding limitations, a mistake in one year can take several years to correct.

Laws and Regulations

- ADA
- Title 5: DSPS Mandates
- Office for Civil Rights
- Section 504/508

Laws and Regulations was ***significant for all outcomes for all topics with the single exception of ADA*** (in Growth). *Protégés rated it **overall highest for Importance to Job, ranging from 4.00-4.55 on a 5-point scale.***

A strong understanding of federal and state laws and regulations is critical to ensuring that students are not discriminated against in the process of requesting and receiving academic adjustments, auxiliary aids and services, and instruction. The two-day Legal Workshop was particularly instructive.

DSPS Services

- Procedures
- Academic Accommodations
- Course Substitutions and Waivers
- DSPS Curriculum

DSPS Services was ***significant for all outcomes for all topics with the single exception of DSPS Curriculum*** (in Growth). Protégés rated both **Academic Accommodations and Procedures extremely high in terms of Impact of CMP on Learning and Importance to Job.**

DSPS Services encompasses the parts of the job directly related to delivery of disability services to the student.

Personnel

- Conflict Resolution
- Hourly Casual Personnel
- Performance Evaluations
- Collective Bargaining and Contracts

Personnel was ***significant for all outcomes for all topics with the single exception of DSPS Curriculum*** (in Growth). Protégés rated both **Academic Accommodations and Procedures extremely high in terms of Impact of CMP on Learning and Importance to Job.**

DSPS Services encompasses the parts of the job directly related to delivery of disability services to the student.

Protégé Student Learning Outcomes III

Advocating for the DSPS Program in the Campuswide Environment

Role of Campus Governance

- Role of the Chancellor's Office
- Role of Administration
- Shared Governance
- Role of the Board of Trustees

Campus Governance was significant for all outcomes for all topics, with the exception of *Role of the Board of Trustees* in Impact of CMP upon Learning. Protégés rated all four topics with a high level of Importance to the Job.

Learning the role that each of the campus governance sectors plays in terms of campus decision making and then leveraging it for the advancement of the program is extremely important in a collegiate environment.

Institutional Activities

- Student Success and Student Equity Initiatives
- Strategic Planning
- Accreditation
- Marketing and Enrollment Services

Institutional Activities was significant for all outcomes in *Knowledge Growth and Importance to Job, and for Strategic Planning in terms of Impact of CMP. Growth ranged from 13%-42%, with Strategic Planning and Accreditation rated highest.*

Participating effectively in each of these institutional activities allows the DSPS Director to assure that the DSPS program's needs are promoted within the college's planning, evaluation, and resource allocation processes.

Learning outcomes were exceptional for all six areas of the CMP Curriculum. In addition, the impact of the CMP program upon protégé learning was exceptional in most cases and importance to the job was exceptional in all cases.



Spring 2020: COVID-19 [Berkeley City College](#)

Applications of Learning in the Field: Protégé Stories

Using Their New Skills in Their Programs

Budget and Fiscal Management, Laws and Regulations, and Personnel

Protégés learned the rules and regulations regarding specific types of funding for categorical programs to successfully fund more personnel positions. One protégé stated:

- ***“Understanding the impact on budget in categorical programs in basic aid schools has allowed me to advocate for personnel positions.”***

Another stated:

- ***“I've been able to advocate for our DSPS program and be able to back up my request with data and Title 5 Regs. Doing so has helped me address the issue with our program not being reimbursed for our FTES generating academic support courses and has helped me advocate for more flexibility with hiring hourly staff.”***

DSPS Services

Protégés updated their programs. One protégé stated:

- ***“My department needed an update and I was glad to exchange ideas with my Mentor. It helped me establish a path that I wanted to implement with the department. As a result I felt confident in executing my plan with reassurance from my team and created new procedures and policies to tackling issues and/or dilemmas.”***

Institutional Activities

Protégés developed and successfully applied skills in strategic planning and the Program Review process.

Budget and Fiscal Management and Laws and Regulations

Protégés learned the rules and regulations regarding specific types of funding and leveraged it to work with their administration to maximize funding. One protégé stated:

- ***“One example was completing the SSARCC report. Our college hadn't been utilizing the DHH funds or college effort, so I worked with administration to encourage them to look at our budget differently. I worked with my mentor to understand how all the budget areas work together regarding our DSPS allocation, EAC course FTES and the DHH funding.”***

Protégés cited the importance of their mentors in developing their skills.

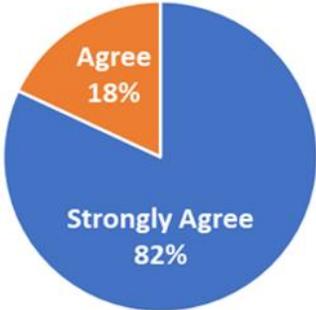
One protégé stated:

- ***“By having access to my mentor, I was able to get questions answered faster, and found out WHERE to find the answers in the future. This program was what I needed.”***

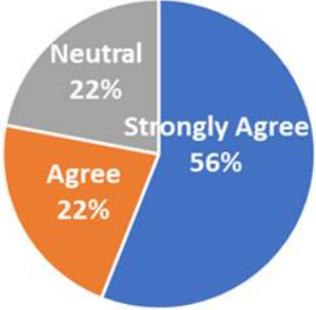
Expectations and Outcomes

Did the CMP Make a Difference?

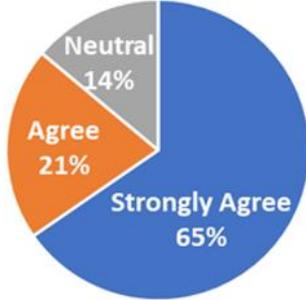
Both Protégés and Mentors indicated that they are better equipped to perform their jobs after participating in the mentorship program



Protégés Only
82% Strongly Agreed
18% Agreed



Mentors Only
56% Strongly Agreed
22% Agreed
22% Neutral



Protégés and Mentors Combined
65% Strongly Agreed
21% Agreed
14% Neutral

86% of all participants agreed or strongly agreed that participating in the mentorship program prepared them to better perform their jobs.

This is the ultimate outcome of the CAPED Mentorship Program. 100% of all protégés and 78% of all mentors felt that their participation in the program prepared them to better perform their jobs during one of the most challenging years in California Community College history.

In addition to this outcome, in a separate question, 80% of protégés and mentors said that they want to remain in touch with their pair, which supports the importance of the mentorship learning model.