ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER
ANNUAL PROGRAM PLAN WORKSHEET

Program: DSPS **Planning Year:** 19-20 **Last Year CPPR Completed:** 18-19

Unit: DSPS **Cluster:** Student Services

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

I. **GENERAL PROGRAM INFORMATION**

A. **Describe changes to program mission, if applicable.**

N/A

B. **Describe any changes in primary relationships, internal and external, to the District.**

N/A

C. **List any changes to program service, including changes and improvements, since last year, if applicable.**

- New DSPS director started in May 2018, process of assessing strengths and opportunities for enhancement has begun

- Initial conversations with staff, administrators, and department chairs indicate a supportive climate for DSPS enhancements and initiatives for the next year

- DSPS implemented a new software program, Accessible Information Management (AIM) that provides electronic communication between DSPS student and their instructors regarding approved accommodations. The program allows students to have access to their accommodations online at any time

- LD conference was cancelled last year, and has decided that the committee will look to other means to involve the community to support students with Learning Disabilities

- Specialist provides weekly office hours in CAFÉ office to support students within that program

- Provide financial aid support to DSPS students weekly through financial technician office hours in DSPS

- Purchase of additional smart pens funded

- Enhance notetaking process through AIM software program

- Desks and Chairs for accommodations were funded

- Developed Faculty and Staff handbook and provided presentations regarding handbook/processes to academic departments.
- Provide food insecurity resources in DSPS in partnership with Cuesta Food Pantry
- There were changes to the funding formula through the Chancellor's office which delayed accurate allocations for budgeting purposes.

  D. **List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.**

1. The Chancellors office change reporting requirements from a required 4 contacts to 1 contact for MIS reporting

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

   A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

   Cuesta College Mission Statement:

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The DSPS mission statement:

Disabled Student Programs and Services (DSPS) promotes the full participation of students with disabilities in all aspects of their postsecondary education. DSPS advocates and facilitates equal educational opportunities through appropriate support services, curricula, instruction, policies and funding allocations. DSPS works to eliminate discrimination against students with disabilities and to promote their independence, growth, productivity and equality. Our goal is to provide academic accommodations and other services to assist students with disabilities in achieving their academic goals.

DSPS assists the college in complying with Section 504 of the Rehabilitation Act of 1973, which states, "no qualified individual with disabilities shall, on the basis of their disability, be excluded from the participation in, be denied the benefits of or be subject to discrimination under any post-secondary program or activity receiving federal financial assistance."

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students successful completion of transfer requirements, degrees, certificates, and courses

DSPS promotes Institutional Goal 1 through the following:

- Learning Disability (LD) testing
- Academic Adjustments, Auxiliary Aids and services such as note takers, ASL interpreters, extended time for test taking and alternative media for text books and materials
- Referrals of students to the DSPS academic counselor
- Referrals to the Transfer Center
- Referrals to Veterans Affairs
- Referrals to special classes which are designed to assist students with disabilities to build a foundation of academic and organization skills that will be utilized throughout their lifetime
- Referral to special classes which focus on teaching students computer skills, new technologies and how to use them in an academic setting
- Department of Rehabilitation (DOR) office hours in DSPS 4 days/month

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually

DSPS significantly increased outreach efforts in 2015 and continues to collaborate with other departments in the Student Services cluster to increase the effectiveness through combined department efforts.

- The DSPS specialists continue to visit area high schools where they actively recruit and coordinate efforts with staff and students who are interested in applying to Cuesta College.
- DSPS staff assists with the transition process by identifying disability barriers and determining accommodations needed to remove or lessen the barriers and enable students to succeed
- Through participation in various college efforts for local recruitment including college nights, veteran affairs activities, high school events and meetings with

local disability support agencies such as the Department of Rehabilitation (DOR) and Tri Counties Regional Center.

- Provide on-campus DSPS application workshops and orientation with local high schools.

Institutional Goal 5: San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries

- DSPS provides outreach, increasing DSPS visibility amongst local and regional schools, agencies and partners through site visits
- DSPS continues its partnership with DOR to use DSPS office space to meet with clients at NCC and the SLO campuses
- The DSPS Advisory committee continues to meet twice a year
- DSPS continues to strengthen its ties with on and off campus veteran's groups by attending SLO Veterans Collaborative
- DSPS continues to place reps on various committees at Cuesta College and be present at disability related conferences
- DSPS is actively involved in committees and governing bodies which impact disability services. Likewise, DSPS has assisted Cuesta College administration, faculty and staff with clarification regarding disability law and regulations such as Academic Adjustments, Auxiliary Aids and services, service animals, and classroom settings
- Staff continues to be actively involved in various college sponsored activities to promote disability awareness and DSPS services

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

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 and Assessment 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

Starting with the 2015-16 APPW, departments in the Student Services cluster have a standard set of common data elements which they will track in order to gauge progress towards the goals listed in the Educational Master Plan.

Collection tools include:
- California Community College Chancellor's Office (CCCC) data
- Cuesta College Institutional Research data

Definitions for DSPS Data
- Verified = students identified with disabilities through the initial intake process
- MIS = students who qualify for the DSPS categorical funding count by having 1 documented contact per semester.
- Students Served: All students designated as DSPS according to CCCCO MIS in the 2015 – 2016, 2016 – 2017 or 2017-2018 academic year
- 1st Year Persistence: First time students in Fall 2014 who were enrolled in at least one course at census and who were designated as a DSPS student in either Fall 2014 or Spring 2015 and who were enrolled in at least one course at census in Fall 2015
- Units Completed/Units Attempted: Fall 2014 and Spring 2015 Units Completed/Units Attempted by students who were designated as DSPS in either Fall 2014 or Spring 2015

DSPS Students Served

Total Students Served	2015 – 2016	2016 – 2017	2017-2018	2020 - 2021 Target	2025 – 2026 Target
District-wide Verified	743	766	761	725	743
• North County	199	196	196	173	178
• SLO	607	609	582	615	631
• South County	16	14	11	13	14

District-wide MIS	522	467	500	479	491
• North County	137	125	208	128	131
• SLO	452	401	347	411	422
• South County	28	8	2	8	8

DSPS plans to reach the targeted goals through the following activities:

- Outreach to local high schools
- Collaboration with appropriate community and state agencies such as Tri-Counties and DOR
- Rebranding campaign targeted at reducing the stigma of requesting accommodations
- New definition from Chancellor's office of MIS only requires one confirmed contact with an eligible student each semester instead of 4 contacts, this will likely increase MIS totals

First Year Persistence and Success

DSPS	1st Year Student Persistence VERIFIED	1st Year Student Persistence MIS	Student Success Units Completed/ Units Attempted VERIFIED	Student Success Units Completed/ Units Attempted MIS
Annual 2016 – 2017	66%	65.2%	71.22%	74.67%
Annual 2017 – 2018	67.19%	66.13%	72.69%	74.13%
Target 2020	61%	70%	75%	80%
Target 2025	61%	70%	75%	80%

Districtwide persistence rates overall for 2017-18 were 56.6%, with DSPS above the district average. In order to continue to increase persistence rates DSPS will do the following:
- Address and remove disability related barriers on campus
- Provide consultation to faculty and staff on disability related issues
- Give students the option of sending via Aim software program instructors a letter of accommodation from DSPS which will list the required accommodations and direct teachers to best support practices

B. Data Interpretation:

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

As mentioned in the previous report, the current model relies upon PT specialist to assist in managing student caseloads in addition to outreach, seeing drop in appointments all while student numbers increase. Further benchmarking and the experience of the new director has identified opportunities for procedural change that could benefit students and continue to enhance the persistence outcomes.

- Identify areas if any that may need improvement for program quality and growth.
    - DSPS does not have standard student procedural manuals which enable consistent application of Cuesta policy and title 5. Autonomy and professional judgement of counselors is necessary for the individualized accommodation approach, however this must be tempered with consistent application to ensure equity, and sustainability.
    - DSPS does not have a transitional program from High School to college to support and educate students and families in the transition.
    - DSPS does not have proactive student success workshops/groups that can provide education and support around student success factors (i.e. time management, study strategies, test taking anxiety and strategies).

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.
    - Work with key stake holders (DOR, local High Schools, Tri-counties Regional Center) to develop transition programming and DSPS specific orientations.
    - With stakeholder input (students, faculty, DSPS staff, administrators etc.) finalize and execute new procedural manual for students as well as continue to update faculty manual.
    - Develop and implement student success workshops/groups.

IV. **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. Describe any results from improvement efforts arising from ASO or SSO assessment in

the last year.

Active Student Learning Outcome (SLO) Assessments

Program/Service Student Learning Outcome	Assessment Year
1. The transfer equity gap of individuals with disabilities will decrease. This will be completed by targeted transfer campaign.	2019-2020
2. The percentage of DSPS students who use one or more of their accommodations will increase.	2019-2020
3. DSPS Staff and Faculty will document all student contacts that are eligible for chancellor's office MIS reimbursement purposes in a reportable manner (Administrative Outcome)	2019-2020
4. The access gap of individuals with disabilities will decrease.	2019-2020
5. Consumer satisfactions survey 90% of students completing a survey will report high levels (90% or higher responding agree or strongly agree) of satisfaction with DSPS customer service. (Administrative Outcome)	2019-2020

(Narrative continued only for active outcomes)

Administrative Outcome #3

ASO #3: DSPS Staff and Faculty will document all student contacts that are eligible for chancellor's office MIS reimbursement purposes in a reportable manner.

Note: District Wide MIS data does not match MIS numbers is Data Mart through Chancellors office.

Annual MIS data submission by semester

	2015 – 2016	2016 – 2017	2017-2018	2020 - 2021 Target	2025 – 2026 Target
District-wide MIS	743	766	761	479	491
• North County	199	196	196	128	131
• SLO	607	609	582	411	422
• South County	16	14	11	8	8

New Student Learning Outcome #1 (No data to report)

SLO #1. The transfer equity gap of individuals with disabilities will decrease. This will be completed by targeted transfer campaign.

New Student Learning Outcome #2 (No data to report)

SLO #2. The percentage of DSPS students who use one or more of their accommodations will increase.

New Student Learning Outcome #4 (No data to report)

SLO #4. The access gap of individuals with disabilities will decrease.

New Administrative Outcome #5 (No data to report)

ASO#5. Consumer satisfactions survey; 90% will respond favorably (agree or strongly agree) to overall satisfaction with DSPS customer service. (Administrative Outcome)

ANTICIPATED SERVICE CHALLENGES/CHANGES

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

Suggested Elements:

A. Regulatory changes
B. Internal and external organizational changes
C. Student and staff demographic changes
D. Community economic changes – workforce demands
E. Role of technology for information, service delivery and data retrieval
F. Providing service to multiple off-campus sites
G. Anticipated staffing changes/retirements

A. Due to the major changes of the language and wording in Title V as well as changes to DSPS communication through a new software program, DSPS will need to update all aspects of the program to reflect the changes including:

- DSPS and school website
- All forms and publications
- Revising AP/BP 5140
- Staff documentation must include the new terminology
- Rebranding initiative, DSPS needs a new "people first" office name more acceptable to the disability community

B. New director consulting with Chancellor's office, benchmarking, and considering input of stakeholders to determine need for internal and external organization changes.

C. Enrollment is expected to remain flat, current national trends in DSPS populations are expected to be reflected including more veterans with disabilities, students on the autism spectrum, and psychiatric disabilities. Additionally, the stigma of seeking services from DSPS offices happily is continuing to shrink further encouraging students with hidden disabilities especially learning disabilities to apply for DSPS services. Steady growth is expected with the need of specialized knowledge for such populations.

D. The Department of Labor reports that as the Baby Boomers age, there will be a steady decline in the number of participants in the labor force. In particular, there will be an increasing gap of workers who lack the training and degrees to replace retiring workers. It is projected that the demand for workers with an AA or above will substantially increase over the next ten years. Additional information for the growth of specific job sectors can be found at this link: http://www.bls.gov/emp/

- Even communicating with students is cumbersome as staff must go between different systems to send and document email
- Digital file system exists for documents, but is still backed up by redundant hard copy system

E. DSPS office at NCC campus needs additional support. A FT specialist should be onsite to manage caseload needs allowing student service specialist to fill needs for testing accommodations, equipment and other services with support of 2 student workers.

G. Anticipated retirements will impact two positions.

- One full time Alternate Media Facilitator

V. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

- Full Time Academic Success Coach
- Full Time Counselor
- Part Time Clerical Support (SLO)
- Part Time Clerical Support (NCC)
- Full Time Mental Health Specialist
- Full Time Learning Disability Specialist
- Part Time Specialist (SLO and NCC)

B. Equipment/furniture (other than technology)

- Lobby Renovation – Furniture/couches
- Storage – Adaptive furniture

C. Technology

- Google Chrome books
- DSPS Database updates (AIM)
- Typewell license (Captioning software)

D. Facilities

- Storage – Adaptive furniture (SLO and NCC)
- Renovate front lobby
- Relocate math storage place from interpreter office

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Jennifer Donaldson	Jennifer Donaldson	1/16/2020
Division Chair/Director Name	Signature	Date
Kathy Peters	KP	2/3/20
Name	Signature	Date
Lisa Curtis	Lisa Curtis	1/16/20
Name	Signature	Date
Judy RITTMILLER	Judy Rittmiller	1-16-2020
Name	Signature	Date
Jen		
Name	Signature	Date
Michelle Bach Peters	MBachPeters	1-14-2020
Name	Signature	Date
Loren Buckington	LB	1-14-2020
Name	Signature	Date
Name	Signature	Date
Louie A Quade	Louie A Quade	1/14/20
Name	Signature	Date