ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS
ANNUAL PROGRAM PLANNING WORKSHEET FOR 2021

Program: DSPS   **Planning Year:** 21-22   **Last Year CPPR Completed:** 18-19
Unit: DSPS   **Cluster:** Student Success and Support Programs

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

I.   GENERAL PROGRAM INFORMATION

Describe changes to program mission, if applicable.

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

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

- Due to the Covid-19 pandemic, DSPS switched to providing services remotely:
    - 1:1 meetings with students via zoom or phone
    - Developed Virtual Open Lobby to meet the needs of students, staff, faculty and community remotely
    - Developed Staying Connected Workshops held weekly via zoom that address isolation, communication, test anxiety, anxiety & depression, learning styles, time management, accommodations 101 and transferring with a disability
    - Developed weekly virtual groups to provide support and connection to students with Autism.
- Alternate Media Facilitator was hired.
- DSPS continues to implement new modules in our software program, Accessible Information Management (AIM) that provides electronic communication between DSPS, students and faculty.
- DSPS developed 'how to' videos and guides for all areas of Aim for students.
- DSPS redeveloped website to better meet the needs of students, staff and faculty.
- Addition of Academic Success Coach through the Mental Health Grant to serve DSPS students with Autism and Mental Health disabilities.
- Provide transfer specific workshops for DSPS student in partnership with Transfer Center.
- Provide financial aid support to DSPS students through workshops and SFS technician liaison.
- Updated camera systems were installed in testing center in both SLO and NCC.
- Faculty handbook updated to continue to provide resources and support to faculty.

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

Due to pandemic, DSPS has moved to supporting students, faculty, staff and community. DSPS does not complete LD testing at this time and is following protocol for temporary accommodations during pandemic.

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

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 goal.

We effectively support students in their efforts to improve foundational skill, 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."

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:
- Adjustment of Learning Disability (LD) testing/assessment process during pandemic to

continue to provide services through provide temporary accommodations.

- 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 and Academic Success Coach.
- Referrals to Transfer Center.
- Referrals to CAFÉ.
- Referrals to Veterans Affairs.
- Referral to classes which focus on teaching computer skills, new technologies and how to use them in an academic setting.
- Referral to transfer workshops specifically for DSPS students.
- Department of Rehabilitation (DOR) office hours in DSPS 4 days/month prior to pandemic.

<u>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</u>

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

DSPS continued high school outreach efforts in 2020 and continues to collaborate with other departments in the Students Services cluster to increase effectiveness through combined department efforts: The DSPS specialists continue to outreach local high schools to provide unique DSPS orientations virtually during pandemic.

- DSPS Director presents to High School Counselors on the application process and resources for students and families.

- DSPS Director presents and coordinates with Dual Enrollment Counselors.
- DSPS staff assists with the transition process by identifying disability barriers and determining accommodations needed to remove or lessen the barriers enabling students to succeed.
- Participation in various college efforts for local recruitment including cougar welcome days, 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 in person and virtual DSPS orientation with local high schools.

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

- DSPS provides outreach, increasing DSPS visibility amongst local and regional schools, agencies and partners through site visits.
- DSPS continues its partnership with DOR, allowing them 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 place representatives 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, accessibility standards, etc.
- 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 website](). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

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 2017-2018, 2018-2019 or 2019-2020 academic year.
    - 1st Year Persistence - First time students in Fall 2019 who were enrolled in at least one course at census and who were designated as a DSPS student in either Fall 2019 or Spring 2020 and who were enrolled in at least one course at census in Fall 2019.
    - Units Completed/Units Attempted - Fall 2019 and Spring 2020 Units Completed/Units Attempted by students who were designated as DSPS in either Fall 2019 or Spring 2020.

    DSPS Students Served
    - DSPS total students served, district-wide verified in 2017-2018 was 761

students. Of those 761 students served, 196 were enrolled at the North County Campus, 582 at the San Luis Obispo Campus and 11 at the South County Campus. DSPS total students served, district wide MIS in 2017-2018 was 500. Of those 500 students 208 were enrolled at North County campus, 347 at San Luis Obispo Campus and 2 at South County Campus.

- DSPS total students served, district-wide verified in 2018-2019 was 825 students. Of those 825 students served, 212 were enrolled at the North County Campus, 629 at the San Luis Obispo Campus and 14 at the South County Campus. DSPS total students served, district wide MIS in 2018-2019 was 825. Of those 825 students, 212 were enrolled at North County Campus, 629 at San Luis Obispo Campus and 14 at South County Campus.

- DSPS total students served, district-wide verified in 2019-2020 (data from Cuesta Institutional Research) was 833 students. Of those 833 students served, 221 were enrolled at the North County Campus, 624 at the San Luis Obispo Campus and 5 at the South County Campus. DSPS total students served, district wide MIS (data taken from Chancellors Data Mart) in 2019-2020 was 908. There is a discrepancy between institutional research and MIS with Chancellors office. This discrepancy is being looked into.

- DSPS Total Students served, district-wide verified target for 2020-2021, is 725 students. Of those 725 students served, 173 to be enrolled at the North County Campus, 615 at the San Luis Obispo Campus and 13 at the South County Campus. DSPS total students served, district wide MIS target is 479 for 2020-2021. Of those 479 students, 128 is to be enrolled at North County Campus, 411 at San Luis Obispo campus and 8 at South County campus.

- DSPS Total Students served, district-wide verified target for 2025-2026, is 743 students. Of those 743 students served, 178 to be enrolled at the North County Campus, 631 at the San Luis Obispo Campus and 14 at the South County Campus. DSPS total students served, district wide MIS target is 491 for 2025-2026. Of those 491 students, 131 is to be enrolled at North County Campus, 422 at San Luis Obispo Campus and 8 at South County Campus.

MIS data above through campus institutional research is not accurate as the data is pulled incorrectly and working to be rectified, the correct MIS data is extracted through Banner and reported accurately on the Chancellors Data Mart site with a total of District MIS of 1000 for 2018-2019 and 908 for 2019-2020.

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
- Continued education and collaboration with faculty around DSPS services and supports

First Year Persistence and Success

- In 2017-2018 the 1st year student persistence for DSPS students was 66.13% and 55.51% for the College. DSPS student success units completed/units attempted for DSPS students was 74.13% and 78.55% for the college.
- In 2018-2019 the 1st year student persistence for DSPS students was 60.28% and 55.37% for the College. DSPS student success units completed/units attempted for DSPS students was 74.7% and 78.55% for the college. Districtwide persistence rates overall for 2018-2019 was 55.37%, with DSPS above the district average.
- In 2019-2020 the 1st year student persistence for DSPS students was 64.17% and 52.61% for the College. DSPS student success units completed/units attempted for DSPS students was 82.46% and 82.49% for the college.

  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.
- Continue to train students on using Aim communications via website, canvas, and how-to videos and direct teachers on best support practices and how to work with students.
- Continue to collaborate with faculty around providing accommodations in the classroom and developing accessible material.

Data Interpretation:

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

  The current model relies upon the specialists, Director of DSPS and interns to assist in managing student caseloads in addition to outreach, seeing drop-in appointments and faculty education, all while student numbers and needs increase. DSPS has identified opportunities for procedural change that could benefit students and continue to enhance the persistence outcomes through enhancement of Aim software. Plans to implement transition workshops for high school students with goals to continue to enhance first year persistence outcomes. DSPS has started implementing workshops/groups that provide education and support around student success factors (i.e. time management, study strategies, test taking anxiety and strategies).

- Identify areas if any that may need improvement for program quality and growth.
  - DSPS does not have a transitional program from high school to college that supports and educates students and families in the transition.

- DSPS does not have transitional program and support for students with autism.
- DSPS does not have a full-time Academic/Behavioral Coach to support students and faculty with interventions in the classrooms.

- 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 stakeholders (DOR, local High Schools, Tri-counties Regional Center) to develop transition/bridge summer programs.
  - 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.
  - Work towards a full time Academic/Behavioral Coach position to support students and faculty.

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.

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.	2020-2021
2. The percentage of DSPS students who use one or more of their accommodations will increase.	2020-2021
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)	2020-2021
4. The access gap of individuals with disabilities will decrease.	2020-2021
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)	2020-2021

(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 in Data Mart through Chancellors office. This is due to the nature in which the data was collected as Institutional Research collected via SARS in which not all verified students are in SARS but extracted through Banner.

Annual MIS data submission by semester
- For 2019-2020 Academic MIS submissions were, Summer 2019 209 students, Fall 2019 670 students and Spring 2020 616 students.

New Student Learning Outcome #1

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

DSPS students were provided with transfer workshops specifically for DSPS students. Transfer Center Coordinator presents Transfer 101 workshops directly to DSPS students each semester. Academic Success Coach provides 1:1 meetings around transfer awareness and preparation. Goal for 2021-2022 is to arrange for virtual college tours with DSPS/DRC specific orientations.

New Student Learning Outcome #2

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

In Fall 2018 66% of students used their accommodations, in Spring 2019 69% of students used their accommodations and in Fall 2019 72% of students used their accommodations.

In Spring 2020 77% of students used their accommodations, in Summer 2020 64% of students used their accommodations and in Fall of 2020 72% of students used their accommodations. The percentage has grown over Spring of 2020 but declined in Summer and remained flat in Fall. This may be due to the pandemic and need for some specific accommodations such as adaptive furniture, not to be called on in class, need for reduced distraction testing environment, and additional time on tests.

New Student Learning Outcome #4

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

DSPS will continue to meet with High School Counselors to assess current outreach successes and adjust as necessary. DSPS has facilitated workshops at Cougar Welcome Days and provided training to High School Counselors around application process. DSPS is planning to implement a transitions/bridge workshop for incoming high school students over summer to better assist in the transition to Cuesta College. DSPS is collaborating with SLO Access, Autism Network, Jacks Helping Hand, all Student Services outreach events, Department of Rehabilitation and EOPS and Veterans Services.

<u>New Administrative Outcome #5</u>

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

2019-2020 survey results show that 94.45% of students report that DSPS services contributed to their success in college. 94.5% of students report the DSPS office is a welcoming and positive environment making it comfortable to request assistance.

V. **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
    a. All forms and publications
    b. Revising AP/BP 5140
    c. Rebranding initiative, changing department name from DSPS to Accessibility Resource Center, Disability Support Programs and Services.
    d. Continuing to provide services remote due to pandemic and enrollment into College due to pandemic

B. Internal and external organizational changes
    Director consulting with Chancellor's office, benchmarking, and considering input of stakeholders to determine need for internal and external organization changes due to pandemic and shift to remote services.

C. Student and staff demographic change

    Enrollment is expected to decline due to pandemic and remote learning. Current national trends in DSPS populations are expected to increase in areas of mental health as well as increase of students on the autism spectrum. Additionally, the stigma of seeking services from DSPS offices is continuing to lessen, further encouraging students with hidden disabilities such as learning disabilities, to apply for DSPS services. As learning disability testing has been put on hold due to inability to meet in person, it will be difficult to meet need for past testing requests as well as growing current testing needs with one learning disability specialist.

D. Community economic changes – workforce demands

    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. Though it is unknown the impact the pandemic will have on the workforce just yet; additional information for the growth of specific job sectors can be found on the [Bureau of Labor Statistics website](#).

E. Role of technology for information, service delivery and data retrieval
AIM software program (DSPS student portal) has allowed for DSPS to continue to provide appropriate services and communication during the pandemic. The need for additional technology to support students as we transition back to campus and allow them to be able to participate remotely if needed as an accommodation, may be a challenge.

F. Providing service to multiple off-campus sites
DSPS office at NCC campus needs additional support for North County students (i.e. specialist, counselor, academic success coach).

G. Anticipated staffing changes/retirements.

VI. **OVERALL BUDGET IMPLICATIONS**
Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#). These elements will be reflected in the District planning and budget process.
Elements:

A. Personnel
- Full Time Academic Counselor
- Full Time Academic and Behavioral Success Coach
- Sign Language Interpreter
- Full Time Academic Success Coach
- Testing Proctor for ASH

B. Equipment/furniture (other than technology)
- White noise machines
- Lobby furniture

C. Technology
- Spyware for testing office
- Distance learning device (Juno)
- Smart pens

D. Facilities
- Braille map of campus
- Storage for adaptive furniture for SLO and NCC
- Designated Sensory room