

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

Program: DSPS

Planning Year: 20-21

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.

- Initial conversations with staff, administrators, and department chairs indicate a supportive climate for DSPS enhancements and initiatives for the next year.
- Alternate Media Facilitator retired; in process of re-hiring for position.
- Development and implementation of Intern program in DSPS in which they provide case management and personal counseling.
- Development of groups/workshops to address issues such as learning style, time management, test taking anxiety, accommodations 101.
- DSPS continues to implement new modules in our 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. This past year we have implemented all Alt Media/Formats to go through AIM.
- Learning disability conference committee has shifted to an LD scholarship/award committee. The goal is to provide 2 awards every semester to students with Learning Disabilities.
- Specialist provides weekly office hours in CaFE center to support students within that program.

- Provide financial aid support to DSPS students weekly through financial aid technician office hours in DSPS.
- Purchase of additional smart pens funded.
- Desks and Chairs for accommodations were funded.
- Developed and enhanced Faculty and Staff handbook and provide ongoing presentations regarding handbook/processes to academic departments as well as accommodations overview.
- Facilitating Autism Goes to College screening in collaboration with Cal Poly DRC and is open to the community.
- 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.

- The Chancellors office change weight for Disability Categories.

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 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."

- 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 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

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 2018 and continues to collaborate with other departments in the Students Services cluster to increase the effectiveness through combined department efforts.

- The DSPS specialists continue to work with local high schools to assess current transition barriers and develop DSPS orientations to better assist students in the transition from High School to Cuesta and utilization of their accommodations.
- 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.
- Develop opportunities for bridge workshops for HS students prior to starting Cuesta
- 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 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, 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

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 CCCC MIS in the 2016 – 2017, 2017-2018 or 2018-2019 academic year.
- 1st Year Persistence: First time students in Fall 2018 who were enrolled in at least one course at census and who were designated as a DSPS student in either Fall 2018 or Spring 2019 and who were enrolled in at least one course at census in Fall 2019.
- Units Completed/Units Attempted: Fall 2018 and Spring 2019 Units Completed/Units Attempted by students who were designated as DSPS in either Fall 2018 or Spring 2019.

DSPS Students Served

- DSPS total students served, district-wide verified in 2016-2017 was 766 students. Of those 766 students served, 196 were enrolled at the North County campus, 609 at the San Luis Obispo Campus and 14 at the South County campus. DSPS total students served, district wide MIS in 2016-2017 was 467. Of those 467 students, 125 were enrolled at North County campus, 401 at San Luis Obispo campus and 8 at South County campus.
- 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 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 from SARS and not all student meetings are documented in SARS, 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.

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

- In 2016-2017 the 1st year student persistence for DSPS students was 65.2% and 54.08% for the College. DSPS student success units completed/units attempted for DSPS students was 74.67% and 77.52% for the college.
- 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 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.
- Train students on sending instructors a letter of accommodation via Aim software program from DSPS which will list the required accommodations and direct teachers on best support practices and how to work with students.
- Continue to collaborate with faculty around providing accommodations in classroom to students.

B. 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 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. 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 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.
- 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 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.

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 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 2018-2019 Academic MIS submissions were, Summer 2018 283 students, Fall 2018 659 students and Spring 2019 645 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. DSPS counselor attended workshop to assist DSPS students. DSPS plans to increase marketing for the transfer workshops and propose that they be facilitated in the DSPS office.

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. Over the first year in implementing AIM software program there was an increase of 6% of students using their accommodations.

New Student Learning Outcome #4

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

DSPS has started meeting with local High School counselors to assess current outreach successes and adjusting as necessary. Some examples include DSPS providing an orientation that addresses all areas of Cougar Welcome days for high school students with IEP/504 to assist in the transition to Cuesta. DSPS is currently planning to implement a transitions/bridge workshop for incoming High School students over the summer to better assist in the transition to Cuesta College.

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)

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
- 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 implementation of a new software program, DSPS will continue to communicate and update all aspects of the program including the following:

- All forms and publications
- Revising AP/BP 5140
- Rebranding initiative, changing department name from DSPS to Accessibility Resource Center, Disability Support Programs and Services.

B. 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/>

F. DSPS office at NCC campus needs additional support. Another specialist part time to meet the needs of the growing needs of DSPS students.

G. Retirements will impact one position.

- One full time Alternate Media Facilitator

VI. **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 and Behavioral Success Coach
- Full Time Counselor
- Part Time Clerical Support (SLO)
- Part Time Clerical Support (NCC)
- Full Time Specialist
- Academic Support
- Testing proctor for psych tech program at ASH

B. Equipment/furniture (other than technology)

- Shredder
- Update camera system in SLO testing center
- Printers for interpreter office
- White noise machines
- Lobby 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

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.

Division Chair/Director Name	Signature	Date
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