

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2022

Program: DSPS

Planning Year: 22-23

Last Year CPPR Completed: 18-19

Unit: DSPS

Cluster: Student Success Programs and 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.

- Due to a global pandemic DSPS has moved to providing hybrid services for students
- 1:1 meetings via zoom, phone and in person
- Provide both a virtual lobby and in person services to meet the needs of students, staff, faculty and community
- 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
- Re-opened testing center on both campuses
- Launched testing module in AIM so students and instructors can complete computerized testing forms/scheduling, eliminating paper forms
- Created DSPS canvas pages to add additional support and information for faculty and students
- Created faculty and student 'how-to videos' on using AIM and DSPS services
- Flexible attendance process and form was approved via Academic Senate
- Updated fundamental alteration process; awaiting Academic Senate approval
- Developed standardized DSPS orientation video for high schools

- Provide weekly virtual groups to provide support and connection to students with autism
- DSPS redeveloped website to better meet the needs of students, staff and faculty
- Provide transfer specific workshops for DSPS student in partnership with Transfer Center

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

Due to the global pandemic, DSPS has moved to a hybrid model to continue providing support to students, faculty, staff and community. DSPS is moving back to in person learning disability testing this year. Funds were able to roll over from 2020/2021- 2021/2022.

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:

- Adjustment back to in person learning disability testing
- Academic adjustments, auxiliary aids and services such as note takers, ASL interpreters, extended time for test taking and alternative media for textbooks and materials
- Referrals of students to the DSPS academic counselor and academic success coach
- Referrals to Transfer Center, CAFÉ, Veteran Affairs
- Facilitated transfer workshops for DSPS students
- Provide documentation and letters for state licensing boards for academic accommodations
- Department of Rehabilitation (DOR) collaboration and referrals

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 continues to provide outreach to local high school and provides DSPS orientations via Zoom and in person. DSPS developed a standardized orientation video that can be shared with high school students and families

- DSPS provides SELPA workshops for all high schools
- DSPS will be developing a new high school presentation via county vs. individual 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
- Attend monthly meetings through SLOCO Access
- DSPS continues partnership with DOR to provide referrals and support to students
- DSPS advisory board partnership with community partners and continues to meet two times per year
- 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.

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.

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

- Include updates to program data results from the previous year, if any.

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, 2018-2019 or 2019-2020, 2020-2021 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 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 Datamart) in 2019-2020 was 908. 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 Datamart) 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 in 2020-2021 (data from Cuesta Institutional Research) was 760 students. Of those 760 students served, 723 were enrolled in Distance Ed, 53 were enrolled at the North County Campus, 325 at the San Luis Obispo Campus and 1 at the South County Campus. DSPS total students served, district wide MIS (data taken from Chancellors Datamart) in 2020-2021 was 852. There is a discrepancy between institutional research and MIS with Chancellors office due to Institutional Research only pulls enrolled students while MIS from Chancellors Datamart includes individuals that were not enrolled but services still provided.

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.

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

First Year Persistence and Success

- In 2018-2019 the 1st year student persistence for DSPS students was 80.2% and 74.1% 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 81.3% and 75.3% for the College. DSPS student success units completed/units attempted for DSPS students was 82.46% and 82.49% for the college.
- In 2020-2021 the 1st year student persistence for DSPS students was 87.5% and 74% for the College. DSPS student success units completed/units attempted for DSPS students was 73.44% and 74.64% 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
- Provide case management services to DSPS students that includes specialist, academic success coach and counseling
- Continue to train students on using AIM communications via website, canvas how-to videos and workshops
- Continue to provide training to faculty around accommodations through how-to videos, professional development opportunities, department meeting presentations and development of faculty canvas page

B. Data Interpretation:

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

DSPS has continued to provide a case management model throughout the pandemic to meet students needs via Zoom and in person. While our numbers decreased from the pandemic our first-year persistence maintained above the college average. DSPS provided staying connected workshops, trainings and continued individual support via Zoom. AIM software program allowed DSPS a smooth transition into a virtual modality during the pandemic. DSPS plans to implement transition workshops for high school students with goals to continue to enhance first year persistence outcomes. DSPS continues to provide workshops/groups and has developed a student canvas page that provides education and support around student success factors (i.e. time management, study strategies, test taking anxiety, etc.).

- 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 to support and educate students and families in the transition. DSPS continues to outreach high schools to develop relationships to build program opportunities.
 - DSPS does not have transitional program and support for students with autism.
 - DSPS does not have full-time academic/behavioral coach to support students and faculty with interventions in the classroom.
 - DSPS will continue to outreach to local high schools to better serve high school students.

- DSPS to prepare, project and develop interventions and accommodations to support increased needs post pandemic (mental health, long haul covid- cognitive impacts, fatigue, memory, etc.).
- 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.
 - Work towards a full time academic/behavioral coach position to support post-pandemic needs.
 - Identify technology for accommodations post pandemic (OWL) – hybrid options.

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.	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)

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. Academic Success Coach provides 1:1 meetings around transfer awareness and preparation. Goal for 2022-2023 is to arrange for college tours with DSPS/DRC specific orientations.

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 data in Data mart through Chancellors office. This is due to the nature in which the data was collected as Institutional Research only collects data for actively enrolled students each semester. DSPS had an audit finding in 2020-2021 academic year due to incorrect semester coding in banner and internal audits are completed twice each semester.

Annual MIS data submission by semester:

- For 2020-2021 Academic MIS submission were, Summer 2020 211 students, Fall 2020 596 students, Spring 2021 603 students.

New Student Learning Outcome #2

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

In Spring 2020 77% of students used their accommodations, in Summer 2020 64% of students used their accommodations and in Fall 2020 72% of students used their accommodations.

In Spring 2021 83% of students used their accommodations, in Summer 2021 82% of students used their accommodations and in Fall 2021 89% of students used their accommodations. The percentage has grown each semester in comparison to the prior year. This may be due to targeted outreach to students to send their faculty notification letters in AIM, to

use their accommodations and possibly due to the creation of how-to videos, updated website and training for students and faculty.

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 continues to facilitate workshops and tabling during campus admission events and provides training to high school counselors around application process. DSPS works to build partnerships and collaborate with high school counselors, case workers, DOR, Tri-Counties Regional Center, Autism Network and other community partners to support students with disabilities entering Cuesta College. We continue to partner with Dual Enrollment/Enrichment programs to provide support for high school students.

New Administrative Outcome #5

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

2020-2021: 94.93% of students report that their academic accommodation and services helped me reach my educational goals and 91.03% of students report that DSPS has been available and accessible online making it easy to request assistance while the campus is closed.

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan](#) Worksheets and review the Resource Allocation Rubric.
- Develop stronger collaboration/partnerships with local high schools through site visits, trainings and orientations to develop transition program into DSPS
 - Develop outreach initiatives to facilitate transfer college DSPS orientations/visits
 - Full time academic success and behavioral coach

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. Services provided during pandemic – shift to virtual services.

- b. Post-pandemic – adapt with new disability types and needs for accommodations (new medical conditions, mental health, cognitive).
- B. Internal and external organizational changes
 - a. Academic success coach through mental health grant.
 - b. Cal Poly intern joined team.
 - c. 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 hybrid services.
- C. Student and staff demographic changes
 - a. Enrollment is expected to remain in decline due to pandemic and being remote.
 - b. Current national trends in DSPS populations are expected to increase in areas of mental health and medical conditions post pandemic as well as increase of students on the autism spectrum.
 - c. The stigma of seeking services from DSPS offices is happily continuing to shrink, further encouraging students with hidden disabilities, especially learning disabilities, to apply for DSPS services. DSPS is shifting back to providing LD testing in person to better serve those students.
- D. Community economic changes – workforce demands
 - a. Community economic changes/workforce demands has brought challenge in hiring new employees/student employees.
- E. Role of technology for information, service delivery and data retrieval
 - a. AIM software program (DSPS student/faculty portal) has allowed for DSPS to continue to provide appropriate services and communication during the pandemic.
 - b. Need for additional technology to support students as they transition back to campus and participate remotely if needed to be accommodated may be a challenge.
 - c. Assistive technology needs.
- F. Providing service to multiple off-campus sites
 - a. Continue to offer hybrid services to meet student needs.
 - b. Additional support at NCC office for North County students.
 - c. Provide proctoring for DE courses.
- G. Anticipated staffing changes/retirements
 - a. Retirement of Learning Disability Specialist June 2023
 - b. Retirement of SLO Testing Coordinator in next 1-1.5 years

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 Success Coach
- Full-time Specialist (Learning Disability)
- Psych Tech Proctor
- Full-time Academic Counselor
- Part-time DSPS Specialist

B. Equipment/furniture (other than technology)

- Wellness Room
- Lobby furniture SLO & NCC

C. Technology

- OWL video technology
- Spyware for proctoring
- Speakers for computers
- Headphones and covers

D. Facilities

- Storage space for equipment/furniture
- Golf cart for SLO and NCC

SIGNATURE PAGE

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

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

Jennifer Donaldson - Jenifera 2/15/2022
Division Chair/Director Name Signature Date

Kathy Peters Kathy Peters 2/15/2022
Name Signature Date

Lisa Curtis L i s a C u r t i s 2/15/22
Name Signature Date

Name Signature Date

Judy RITTMILLER Judy Rittmiller 2/15/22
Name Signature Date

Michelle Bach Peters M B Bach Peters 2/15/22
Name Signature Date

Christine Groff Christine Groff 2/16/22
Name Signature Date

ALEXIS DELEVERT Alexis DeLevert 2/16/22
Name Signature Date

Loren Buckingham Loren Buckingham 2/17/22
Name Signature Date